

THE HEARTS OF MEN INSTITUTE

THE MANHOOD EXPERIENCE

Six experiential training courses for men and young men

PART TWO



HEARTS OF MEN
INSTITUTE

men changing lives



WELCOME TO PART TWO OF

THE

MANHOOD

EXPERIENCE

Six experiential training courses
for men and young men

THE HEARTS OF MEN INSTITUTE

Cape Town

South Africa

2017

Credits



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Des van Niekerk – 2014 & 2015

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Nic Fine – 2016 & 2017

Final edit and proofread

Janneke Engelbrecht

Illustrations/photo design

Doret Ferreira – Dotted Line Design

Layout/design & production management

Richard Kloosman

Photographs supplied by

Hearts of Men

Hearts logo designs and ‘Man holding heart’ illustration

Graphic design students from CPUT – Carel, Emile, Nicola, Steven

Hearts of Men Management Team

Fairoza Brey (Chairperson), Ossang Hilaire Akollo (Treasurer), Nic Fine (Secretary), Richard Kloosman (Administration)

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COURSE FOUR

Taking a lead in life

COURSE FOUR – TAKING A LEAD IN LIFE

PERSONAL LEADERSHIP AND RELATIONSHIP BUILDING

INTRODUCTION

‘Taking a Lead in Life’ consists of a minimum of five sessions:

1. Course introduction and Communication
2. Communication continued
3. Responsibility
4. Commitment
5. Support

Facilitator note: There are various ways of running ‘Taking a Lead in Life’, as an intensive two-and-a-half-day course over a weekend, or with a weekly evening session spread over five weeks. The benefits of running the course over, say, a month, is that the participants will have more time to work through and apply the course content.

If you have the extra time available, it can be beneficial to devote a whole day, or two evenings, for each session focus. This will allow for a more in-depth exploration of the content, and to be able to address the participants’ responses to the worksheets for each session. So the five sessions suggested above is just the minimum requirement.

This course is designed as part of ‘The Manhood Experience’. It has been preceded by three courses. The facilitator/s will thus have a good idea of what the key issues and challenges are for each participant, especially after the completion of Course Three, ‘The Wild at Heart Adventure’. This knowledge will inform the type of conversations and questions you generate, and how you focus the group discussions throughout ‘Taking a Lead in Life’.

The explanatory texts given under the ‘Facilitator’ headings below are provided as an example of what could be said. Feel free to use them as a guide, and you are also encouraged to express the introductions and explanations in your own words.

The objectives of this course

- To explore the power of taking a lead in clear and open communication, of speaking from the heart, of saying what you need to say
- To explore the gift of attentive listening without interruption or judgement, giving the time and space for others to speak and to be listened to
- To develop the ability to respond to situations, versus reacting
- To experience taking responsibility as a liberating tool, rather than as a burden, or something to avoid
- To experience the power of giving and keeping your word
- To experience the joy and freedom in commitment, and to take away the fear
- To be open to receiving support, allowing others to support us
- To be able to offer and to give support to others when needed



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION ONE – COURSE INTRODUCTION

WELCOME AND INTRODUCTION

Facilitator

- 🗣️ "Welcome to Course Four, 'Taking a Lead in Life'. This course focuses on you and your ability to take a lead in your life. So this is about personal leadership. I have a question for you: If you want to be a leader, who is the first person you need to lead?"

(Wait for answers from the participants.)

- 🗣️ "That is correct. You have to be able to lead yourself first, before you can consider being a leader to others. Leadership, and taking a lead in life, is ultimately all about developing a strong and healthy relationship, firstly between you and yourself, and then with others. That is why we refer to this course as a course as personal leadership and relationship building.

This course will run over five sessions, with each session focusing on one of the building blocks to taking a lead in life – to building effective relationships."

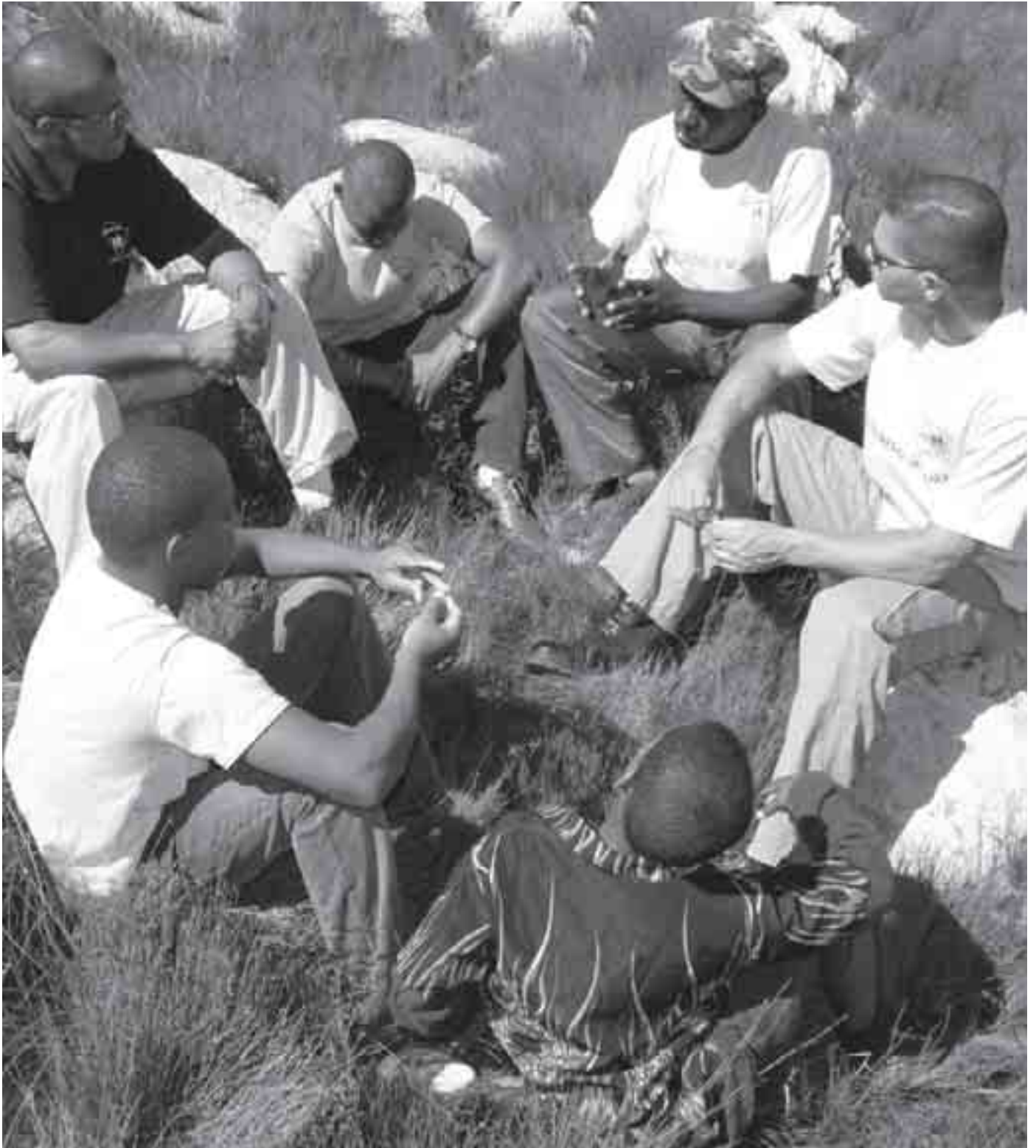
The building blocks to 'taking a lead in life' are

- Communication** – the power of speaking and listening
- Responsibility** – having the ability to respond and not to react
- Commitment** – being able to give and keep your word
- Support** – being open to giving and receiving support

Facilitator

- 🗣️ "The key to creating and maintaining strong relationships in your life is having a good balance between all these building blocks. As an illustration, we use the idea of a table with four legs. Imagine the tabletop as a particular relationship, and the four legs as the pillars to that relationship.

In order to have a stable table, you need four legs, and the legs must be of equal length. If any of the legs are missing or shorter than the others, then you will have an unstable and shaky table, and likewise with a relationship."



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION ONE – COMMUNICATION

Facilitator

🗣️ “Our aim is to explore what is possible in communication – the power of being in communication. We shall look at how we communicate with others, and the obstacles we face in communication – in expressing ourselves.

Someone said, ‘Everything is possible within communication.’

What do you think they meant by ‘everything is possible within communication’? Do you agree with this statement? Or disagree? Why?”

(Get some responses)

🗣️ “So let’s keep engaging with this question as we proceed. During this session we will focus on what communication is, explore our experience of and relationship to communication. We’ll take a look at what potential it has. And then of course you will get to practise it!”

Quick brainstorm

The facilitator gets quick responses from participants to the question: What is the purpose of communication?

Some possible responses:

- To connect yourself with others – to build relationships
- To achieve what you never thought possible
- To describe things as they really are for you
- To share yourself with others
- To allow others to understand who you are
- To bring what is inside of you, outside of you
- To learn about others, how they see things, and how they experience the world

CHECK-IN

The facilitator asks a question to start the session:

“What is your name and your animal name (received as part of ‘The Wild at Heart Adventure’), and which would you say is better, listening or speaking? And why?”

ACTIVITY 1 – Sharing in pairs

Focus: Communication breakdown

The facilitator divides the group into pairs.

The facilitator calls a start and end to the conversation.

The facilitator asks these questions one at a time:

- Who have you given up on speaking too?
- Who has given up on speaking to you?
- Who have you stop listening too?
- Who has stopped listening to you?

Debrief from Activity 1

The facilitator leads a group discussion to reflect on the previous exercise, focusing on the dynamics of communication and the cost of communication breakdown in relationships.

- What stood out for you in answering the questions?
- When you have given up on speaking or listening to someone, think about what it has cost you.
- When someone has given up on speaking or listening to you, think about what it has cost you.

ACTIVITY 2 – Sharing in pairs

Focus: Restoring communication

The facilitator divides the group into different pairs and gives a focus for the sharing.

Facilitator

- 🗣️ “Based on the conversation we have just had, choose a relationship you would like to restore/rebuild. Share with your partner what steps you could take and what conversation you could have with that person. I will give each of you time to speak and let you know when to stop.”

🗣️ “Then I will give your partner who has been listening, time to give you feedback. As the listener just listen, don’t interrupt the speaker. Then you will swop over. Just take a quiet minute now to decide which relationship you are going to speak about.”

The facilitator times the sharing and feedback, and facilitates the pair’s swopping over from speaker to listener.

Debrief of Activity 2

The facilitator leads a discussion back in the circle to reflect on the activity:

- What stood out for you when you were speaking?
- What stood out for you when you were listening?
- What worked for you in the feedback?
- What didn’t work for you in the feedback?

Facilitator

🗣️ “The power of listening and speaking – it is not what you say, it is how you say it. It is how you listen – with an open mind, without judgement.

The reality is that what you can’t speak about – what you are unable to express – runs your life. It has a deep effect on you. It has a way of interfering with your ability to communicate freely.

Our intention with communication is always to open up a channel between people, and not to close one down.”

ACTIVITY 3 – Listening in pairs

Focus: Focused listening

The facilitator forms new pairs and gives the focus for the listening.

Facilitator

🗣️ “This is an exercise in focused listening. Choose a topic that you are interested in/passionate about/have strong views on. One of you will speak on your chosen topic for three minutes. As the listener, you must raise your arm up in the air like this (facilitator demonstrates) every time you have a thought about what is being said (like a judgement, disagreeing with what is being said, your own opinion, wanting to interrupt, or just thinking about something completely different).”

🗣️ “The challenge here is to be completely present to what is being said, and quietening your own mind – just listening. Have fun with this exercise and see what you get from the experience.”

The facilitator gives the participants a moment to think of a topic, and then starts the first round, later getting them to swap over.

Debrief of Activity 3

The facilitator calls all participants back into the circle and leads a discussion:

- What did you discover about listening during this exercise?
- So what gets in the way of attentive/focused listening?
- What was it like as the speaker, having the listener raising their arm in the air regularly?
- How can you develop the skill of ‘total’ listening – clearing the mind of all your thoughts, judgements and opinions – and just listening to what is being said?

HANDOUT AND WORKSHEET

The facilitator distributes a session handout and a worksheet to each participant.

CHECK-OUT

The facilitator sets a focus for the checkout:

“How has this session been for you? Share one thing, a thought, an idea, you will be taking away with you.”



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 1 – COMMUNICATION

HANDOUT

- There is an old belief that the best communicator is the one who talks the least, listens the most, and asks questions.
- Asking the right kind of questions can keep the conversation going for a long time, and indicates a keen interest in what is being said.
- Asking the wrong kind of questions, or too many questions, can kill the conversation, as it will be perceived as an interrogation.
- Sometimes we can be intrusive asking too many questions, and do not share ourselves. This can be a technique always to keep others talking, with the focus being on them, and not reveal ourselves– to play safe. As with all things in life, balance is the key!
- Real communication brings people together, when everyone has the chance to speak freely, and everyone feels listened to.
- Our intention with communication is always to open up a channel between people, and not to close one down.
- The power of listening and speaking – it is not what you say, it is how you say it. It is how you listen – with an open mind, and without judgement. Thinking about what you say before you say it can make such a huge difference!
- What you can't speak about runs your life. What you are unable to express and keep holding inside, can have a profound effect on your wellbeing, and on your freedom in communication.
- The gift of listening – giving someone your listening, is one of the greatest gifts you can give another person. It's how you listen rather than what you have to say, that can make the greatest difference.

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 1 – COMMUNICATION

WORKSHEET

1. Observe the way you communicate in your family, especially the way they respond or react to what you say. Make some notes on what you observe.

– with your wife/partner, girlfriend, father, mother or older sibling/s:

– with your children, nephew, niece or younger sibling/s:

2. How do you respond/react to the way they communicate with you?

3. How do you communicate with your teachers, boss or colleagues?

4. How is it different from the way you communicate with your family and friends?

5. How would you like to improve your communication with those closest to you?

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION TWO – COMMUNICATION CONTINUED

CHECK-IN

The facilitator sets the focus for the check-in:

“Give your name and animal name. Give us some feedback from completing your communication worksheet from the last session. What stood out for you? What have you discovered in the interim?”

WELCOME AND INTRODUCTION

Facilitator

🗣️ “Welcome back to the second session of ‘Taking a Lead in Life’. We will continue to focus on the first building block to creating strong relationships – communication. Today we take a more in-depth look at the art of ‘listening’. You remember the exercise we did at the end of our last session, when you had to raise your arm in the air every time you were distracted?”

To start, it is useful to create a distinction between listening and hearing. Any ideas what the difference between the two could be?”

(Get participant responses.)

🗣️ “Hearing is a physiological process, when sound enters our ear and travels between the air and our brain. When you say, ‘I hear you’, you are acknowledging that you have registered the sound of me speaking. Hearing is important because if I can’t hear you, then I can’t listen to you. The process of listening is altogether different from our hearing. To listen we have to bring our full attention to the speaker, to stop everything else – all activity, all other thought processes and concerns – and just listen. When I am hearing you, it doesn’t mean I am listening to you. I might be listening to something else while it appears as if I am listening to you.”

ACTIVITY 1 – Brainstorm

Focus: Obstacles to our listening

The facilitator leads a brainstorm with the whole group.

Facilitator

- 🗣️ "Let us think of all the different ways we listen – to our parents, colleagues, friends, family members, partners, etc. Think of all the things that get in the way of us just listening to them when they speak. These are like blocks, obstacles that get in the way of us just being able to listen to what they are saying. I will write some of these down."

Facilitator note: Get as many responses as possible from different participants. Keep the brainstorm going by asking questions every now and then, to stimulate the conversation if necessary. Avoid writing everything down. As the brainstorm progresses, you will identify common themes. It is more helpful to write those down.

In the examples below, what appears in brackets could be spoken out loud, or more likely just thoughts in the head of the listener, that get in the way of them listening to the speaker.

When you have identified a common obstacle, for example 'distractions', ask the group to give a few examples of what the thinking process causing the distraction could sound like, for example, "I wonder what I will eat for supper tonight", or "I must remember to pick up that parcel for my wife."

Some examples of obstacles to listening could be

- Distractions ("I wonder what I will eat for supper tonight")
- Prejudice ("I know exactly what they are going to say")
- Impatience ("I wish they would just get to the point")
- Judgements ("What an idiot, he's really stupid")
- Agreeing ("Oh yes, I couldn't agree more, he is absolutely right")
- Disagreeing ("I totally disagree with what he is saying")
- Consternation ("I can't believe he could say that")
- Sympathy ("Oh dear. Poor, poor you. How terrible")
- Interrupting ("What you are saying reminds me of the time when ...")
- Shock ("I can't listen to this, it reminds me of when ...")
- Recognition ("Oh no, he sounds just like my father")
- Sadness ("Hearing this is making me feel so sad")
- Rescuing ("OK, I know exactly what to do")
- Advising ("Good, I know exactly what to tell him")

Debrief of Activity 1

Facilitator

- “What we see from our brainstorm is that most of the blocks/obstacles to listening are inside us – caused by our thought processes, judgements and opinions. If we are conscious of these, then we can do something about it. So it is helpful to be able to identify, as we have done today, the different kinds of thought processes we can have, ranging from distractions and judgements to disagreeing and advising.

To complete this exercise let's go through some of our examples, and turn the block into something that could assist us during the listening process. Take the 'rescuing' example – what we have is the thought, 'OK, I know exactly what to do.'

The **first step** is to register the fact that I am thinking about rescuing the situation.

The **second step** is either simply to return to listening whilst letting go of the 'rescuing' thought, or asking the speaker the question, 'What do you think you could do, given the situation?' In this way you turn the communication process back to the speaker, so you are able to return to listening. You will have, for the time being, removed the obstacle to listening."

The facilitator asks the group to show how they would work with some of the other examples given above – to remove the block and to get back to listening.

Facilitator

- "In this way we can begin to think about 'listening assists' rather than 'listening blocks'. We all have blocks to listening – the key here is to register them, name them and work with them. Remember what we said in the last session, 'that giving someone your listening, is one of the greatest gifts you can give'."

ACTIVITY 2 – Paired sharing

Focus: How I listen and how I am listened to

The facilitator divides the group into pairs.

Facilitator

- "I want each of you to think specifically of two important people in your life. By 'important' we mean they matter to you.

With one of the important people you have chosen, you don't feel they really listen to you."

🗣️ “I want you to try and identify how you perceive they listen to you (using the information from our previous activity) – how their ‘listening’ doesn’t work for you. Think about what you could do about it.

With the second important person you choose, it is now you who don’t really listen to them. Identify how you listen to them (using our information) – and how it doesn’t work. Again, think about what you could do about it.

I will give you a few moments in silence, so that you can identify your two people, and what kind of listening you identify.”

The facilitator begins the process of participants sharing in pairs, giving the listener an opportunity to give feedback once the first speaker has finished. They then swap over and repeat the process.

Debrief of Activity 2

The facilitator leads a discussion on the paired sharing, getting a range of examples from the participants.

ACTIVITY 3 – Group discussion

Focus: Pre-programmed listening

The facilitator leads a group discussion focusing on how our minds can be pre-programmed to listening.

Facilitator

🗣️ “So we have found ways to alter the thoughts we have that block our ability to listen. Now we are going to examine something that is tougher for us to change without some real effort. We call it ‘pre-programmed listening’. It is a programme that is running inside your head that gets automatically switched on in certain circumstances. So it presents you with a greater obstacle to listening than just a mere thought or two – for this is a whole programme we are dealing with now!

Let’s look at an example. Let’s take a young man who never knew his father, and who always battled with his stepfather, refusing to listen to him. Now he has grown up and is standing in front of his supervisor at work. He has come to work late and is being told off. Let us listen to the programme running through his head. It has been there since he was a young boy. It prevents him from listening to older men, especially to those in authority. So today, instead of him considering what the supervisor has to say, he is merely listening to the programme inside his head.”

Facilitator note: You can have copies of this script available and ask for two volunteers, one to stand in for the supervisor, and one for the young man. They can 'act' this scene out.

Supervisor (SUP): "You are late again"

Young man (YM): "So what"

SUP: "I warned you, didn't I?"

YM: "What the hell!"

(The young man's thoughts start running while the supervisor delivers his lecture.)

SUP: "I've told you time and time again the importance of being on time. But you're always late. I warned you last week to pull up your socks. It seems as if you don't even listen to me when I speak. Like now, I can see you are not listening to me. You're full of attitude, that's your problem, young man, your attitude. So what have you got to say for yourself?"

YM's thoughts *(spoken out loud while SUP is speaking)*: "Who the hell do you think you are? You aren't my father. You don't even know how far I have to travel. And you don't even care. You can't tell me what to do. I'm here now, am I not? But of course that's not good enough for you. Nothing's good enough for you. I'll leave, if that's the case. I don't need this. I'm out of here."

YM: "To hell with you!"

SUP: "What's that you said?"

YM: "Nothing. I said nothing." *(He turns and leaves.)*

Facilitator

- 🔊 "Our pre-programmed listening often stems from when we were young, and can have its roots in our early relationships with parents, siblings, teachers, police, friends, and other young people. Often specific incidents or repetitive experiences, for example feeling stupid, or being called stupid at school, can start the programme running in our heads: 'I am not good enough, I am stupid, I am useless, no-one understands me.' These thoughts can be easily activated in any situation in which we are being challenged, feel vulnerable or exposed."

🗣️ “Once the programme starts running, we can only hear ourselves, listen only to ourselves, and are thus unable to take in what is being said to us. We can’t at that moment listen to anything else. It is as if we are otherwise engaged.

Sometimes, based on our past experiences, it is specific people that we cannot listen to, for example, men with loud voices, women giving advice, someone questioning us, or an authority figure.

So let’s get some examples from the circle. Take a moment in silence to think of the kind of person or situation in which you know you shut down, or get provoked, and try to identify what your ‘pre-programmed listening’ sounds like.”

The facilitator gets some examples from the group.

Debrief of Activity 3

The facilitator leads a discussion on the previous exercise, getting comments from the group relating to what they have learnt, observed, or discovered from the process.

Facilitator note: Pre-programmed listening means that we are already or always reacting, or we are listening in order to react. This sometimes causes the breakdown of relationships because we think we know what people are going to say, so we don’t bother to listen to them at all.

Things we are listening for in pre-programmed listening:

For what we know already	For confirmation
To prove right or wrong	For the answer
To look good	For the application
To agree or disagree	For closure

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet to each participant.

CHECK-OUT

The facilitator sets the focus for the check-out:

“Anything you would like to say or share relating to this session? Something you’ve discovered?”

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 2 – COMMUNICATION CONTINUED

HANDOUT

We can listen to what is being presented, what is being said, or we can listen to what we are thinking and feeling.

Pre-programmed listening – when we are already reacting or we are listening in order to react:

- Listening for what we already know
- Listening to agree or disagree
- Listening to prove right or wrong
- Listening for confirmation or closure
- Listening to look good
- Listening for the answer
- Listening for the application

Or we can choose to listen differently:

- For what is possible, to see potential, to create movement
- For commitment, for what is at stake for the speaker, for what is important to them
- Just to be there for the speaker, just listening to give support
- Giving your listening as a gift, with no agenda

The ultimate aim in communication is to find the language and the courage to truly express ourselves, and to create a powerful connection between ourselves and others, through our speaking, and most importantly, through our listening.

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 2 – COMMUNICATION CONTINUED

WORKSHEET

1. Make a note of some of the times when you have used pre-programmed listening, describing it, and in what specific situations and with whom?

2. How can you change the way you listen to those close to you?

3. Write down two things that you will do differently in the way you listen.

4. Make a note of any changes in the responses you get, from the way you listen to others in the next week.

5. Observe how those around you listen to you and listen to others. Make some notes, both positive and negative.

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION THREE – RESPONSIBILITY

CHECK-IN

The facilitator sets the theme for the check-in:

“Give your name and animal name. Give us some feedback from completing your communication worksheet from the last session. What stood out for you? What have you discovered?”

WELCOME AND INTRODUCTION

Facilitator

🗣️ “So welcome back to ‘Taking a Lead in Life’. In this session we focus on the second building block to creating strong relationships with those we care about. Can you remember what it was? Yes, that’s correct, it is ‘responsibility’. What do we mean by ‘responsibility’? What does ‘being responsible’ mean? What does ‘taking responsibility’ mean? Why have we as men so many issues around the word ‘responsibility’? How many times have you been called ‘irresponsible’? And how does that make you feel?”

Quick brainstorm

The facilitator gets some quick responses from participants to the questions asked above.

Some possible responses:

- Always doing what needs to be done
- Having to take everything on
- Feels like a burden, it can weigh you down
- Taking the blame for something
- Having to receive punishment
- Something to avoid
- Being a man, to protect and provide
- Taking charge of a situation
- Making a difference
- I’m sick and tired of wearing the label ‘irresponsible’

Facilitator

🗣️ "In many cases our previous experience tends to make us negative towards the concept of 'taking responsibility'. It feels like a burden. It weighs us down. It feels daunting. It is full of judgement.

But just imagine for a minute if the word 'responsibility' could feel different to you – something positive, like empowering, making you feel enthusiastic and energetic, like you want to do something. Imagine that!

Our task in this session is to unpack our experiences around responsibility, and to separate them from the concept itself, to see if we can get a new look at what 'responsibility', 'being responsible', and 'taking responsibility' really is.

When we examine the word we find we have two words put together: 'response' and 'ability'. This guides us to the real meaning of the word 'responsibility'. It means having the ability to respond. To understand what we mean by 'a response', it is useful to look at what the opposite of 'responding' is – like responding to a situation or to what someone says or does. The opposite of 'responding' is 'reacting'."

ACTIVITY 1 – Sharing in pairs

Focus: Responding versus reacting

The facilitator divides the group into pairs.

Facilitator

🗣️ "You will now have a chance to discuss in pairs and clarify for yourselves what you think the difference is between 'responding' to a situation and 'reacting' to it. Think of examples in your own life when you just reacted to something that occurred, and what the outcome was. Did your reaction cost you something? Think of a situation in which you avoided reacting, and felt you were able to respond. What was that outcome like for you?"

The facilitator gives them a moment to think, and then starts the sharing. After an appropriate length of time, the facilitator gets the second partner to share.

Debrief of Activity 1

The facilitator leads a group discussion from the paired sharing, to help clarify the difference between 'reacting' and 'responding':

- What ideas came up in your discussion?

- What did you notice from your own experience?
- Would you describe yourself as a responder, or a reactor?
- Tell us why?
- Who is in control of a situation when you are just reacting?
- Who is in control of a situation when you are responding?
- And why?

Facilitator note – comparing a reaction to a response

A **reaction** happens in the moment – no time to think – it is immediate – it is influenced by what has happened – it involves losing control – normally makes a situation worse – often regretting the reaction later – governed by past experiences – an automatic reaction – it just happened to me – I couldn't stop myself – it wasn't my fault – he is to blame – he said it – I just reacted – he antagonised me – he is responsible not me – being at the mercy of others and how they choose to behave or act – reacting involves giving your power away to the situation.

A **response** happens after due consideration – taking the time to think – not allowing what has happened to determine the outcome, your response – being in control – has the potential to change a situation – feeling proud of your ability to respond and not to react – not allowing past experiences to determine the outcome of what you are experiencing now – a considered response – thought through – taking control and responsibility for a situation – not having to blame someone else – others can do what they will, they will not determine the way in which you respond – only you can do that – responding involves you having the power – you keeping the power.

ACTIVITY 2 – Paired sharing

Focus: Moving from reacting to responding

The facilitator changes the pairs from the previous sharing.

Facilitator

🗣️ “Given our conversation in highlighting the differences between ‘responding’ and ‘reacting’, and exploring the meaning of ‘responsibility’ to simply ‘having the ability to respond’, I am going to give you time to share with your partner.

Choose a specific situation or relationship in your life, in which you would like to move from being a reactor to being a responder. Describe the situation and how you intend to shift it – by working out a response which is different to your normal reaction.”

The facilitator gives participants a moment to think first, and then to begin the sharing. The facilitator calls time on the first speaker, and gives the listener an opportunity to give some feedback. They then swop over and repeat the process.

Debrief of Activity 2

The facilitator leads a group discussion from the paired sharing.

Facilitator

- 🗣️ "What came up for you during your sharing? Anything you observed or discovered? Give us some examples of how you intend moving from a typical reaction you have to a more considered response."

(Get some responses.)

- 🗣️ "Just think for a minute how you could apply what we have just shared, to things that have happened long ago. For example, a resentment you have held against someone that was driven by how you reacted at the time, maybe to some hurt you experienced."

(Get some responses.)

- 🗣️ "You have the ability now to respond to what happened in the past, and to produce a different outcome for yourself – in this case, the possibility of letting go of your resentment, because you now know that was just a reaction to what happened. That doesn't have to determine your ongoing behaviour. By learning to take responsibility in the present, we can also transfer these skills to being able to take responsibility for the past. Keep this thought in mind – you will have an opportunity to explore this further in today's worksheet."

ACTIVITY 3 – Group presentation

Focus: Handling our mistakes

Facilitator

- 🗣️ "Now we are going to introduce a powerful exercise which we will continue to use in the remaining two sessions in 'Taking a Lead in Life'. It gives us a process whereby we can deal with our mistakes.

As men, we have a tricky relationship with mistakes. When we mess up, when we don't do what we say we are going to do, we often struggle to admit we have made a mistake. The trouble is that things just get worse, because we pretend nothing has happened, or that it 'wasn't my fault'."

☛ “We often leave a mess behind us, because we couldn’t clean up the mistake. We leave a trail of anger behind. We lose people’s trust, because we couldn’t deal with a mistake.

So what is a mistake?”

(Get some participant responses.)

☛ “Yes, it is all those things. But at the end of the day, a mistake is just a mistake – nothing more, nothing less. We all make mistakes. Making a mistake is normal. Mistakes we make, give us opportunities for learning, for growth, for change.

When we as men deal with our mistakes, we make a real difference to ourselves and to our relationships with others. We also break the cycle of making the same mistake again and again, and thus causing untold damage to both ourselves and to others.

We will now take you through the four steps in dealing with a mistake, and then, if we have time today, we will give one of you an opportunity to try it out. If not, don’t worry: we have two more sessions to go!”

Four steps to handling mistakes

1st step – Acknowledging the mistake

Acknowledge a mistake has been made. Describe it. Acknowledge what has happened – what you have done: “I came late today. I was supposed to be here at 8 and I got here at 9.” Without the acknowledgement, we can’t proceed with the process. If the mistake is not acknowledged, nothing further can be done. We stay stuck right there. This step in communication is essential for getting this process going.

2nd step – Taking responsibility for it

Accept responsibility for the mistake. Avoid: “But it wasn’t my fault – the alarm didn’t ring.” Rather: “I am responsible for my alarm not going off. I didn’t have any back-up plan, like asking someone to give me a call, or replacing the batteries.” Only when we take responsibility for something, can we do something about it. Otherwise the alarm is to blame, it’s the alarm’s fault, and you are completely dependent on the alarm – you have no power in the matter.

3rd step – Cleaning up the mess

When a mistake has been made, there is always something to clean up – like a ‘mess’. It can be a minor or major mess, but ‘cleaning up’ needs to be done. This step follows taking responsibility for the mistake, and translates into taking specific action to rectify matters. This could take the form of having a conversation, making an apology, repairing the damage, paying for something, doing what needs to be done.

This shows we are committed to the process of dealing with our mistake. Imagine a situation in which I say: “I am responsible for the mistake, but I am not going to do anything about it.” That would clearly undermine the process.

4th step – Taking steps to ensure it doesn’t happen again

There is nothing more disappointing and upsetting than seeing someone repeat the same mistake over and over again. This undermines the whole process of dealing with your mistakes. People lose faith and trust in us, and find it difficult to take us seriously. This final step is crucial to the whole process. We need to see that we avoid repeating the same mistake, or at the very least (if we are a habitual offender), substantially to reduce the regularity of making the same mistake!

Facilitator note: If there is time, ask for a volunteer, and take him through the process, with the whole group observing. Allow time for group feedback at the conclusion of the process. An easier and more common mistake to begin with is around timekeeping, i.e. somebody who has come late. In subsequent sessions you might progress to using the same process with more serious mistakes, for example, “I’ve been having a secret relationship behind my partner’s back.”

Facilitator

- 🗣️ “In closing, one final point on taking responsibility in a relationship: Most of us play the 50/50 game – we say we each have 50% responsibility for the relationship. This means that if I think you are only taking 20% responsibility, do I then to shift to 80%, or do I reduce my so-called ‘responsibility’ to 20% as well, to have the same as you? What if both of you each took 100% responsibility for making the relationship work? Would that not be more powerful than 50/50 or 20/20?”

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet to each participant.

CHECK-OUT

The facilitator sets the focus for the check-out:

“What stood out for you in our session today? Anything you would like to share?”



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 3 – RESPONSIBILITY

HANDOUT

Responsibility means the ability to respond:

A response happens after due consideration – taking the time to think – not allowing a reaction to what has happened to determine the outcome – your response determines the outcome – others can do what they will, they will not determine the way in which you respond – only you can do that – you have the power – taking responsibility for something equals taking power – and remember, don't play the 50/50 game with responsibility – 100% is always best!

Taking responsibility for the past is saying:

- It is my past
- I lived it
- It belongs to me
- I am responsible for it
- I have some power with it
- I can alter my relationship to it
- I will clear up what needs to be cleared up
- I will complete – make peace with my past
- I will let go and move on

Our 4-step process for handling our mistakes:

- 1st step – Acknowledging the mistake
- 2nd step – Taking responsibility for it
- 3rd step – Cleaning up the mess
- 4th step – Taking steps to ensure it doesn't happen again

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 3 – RESPONSIBILITY

WORKSHEET

1. List the kind of situations/people that provoke you into reacting.

2. What causes you to react in this way?

3. What could you do to turn your reaction into a response?

4. How could you relate this process to the past, i.e. turning a reaction you still have to something that happened, into a response?

5. What mistakes do you need to handle, recently and from the past? List them and describe how and when you might address them. If you need more space, please feel free to write on the back of this page!

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION FOUR – COMMITMENT

CHECK-IN

The facilitator sets the theme for the check-in:

“Give your name and animal name. Give us some feedback from completing the responsibility worksheet from the last session. What stood out for you? Share how it was for you listing some mistakes you have made, and what ideas you might have for handling them?”

WELCOME AND INTRODUCTION

Facilitator

🗣️ “Welcome back to ‘Taking a Lead in Life’. In this session we focus on the third building block to creating great relationships – commitment. This is often a concept that we as men shy away from. It can scare us, the ‘c’ word, the ‘commitment’ word.

We might experience giving our commitment to someone or something as feeling trapped. Or alternatively, we might never want to give our commitment to something or someone, because we feel we are unable to keep to what we say.

We will explore these fears and concerns. We will also explore what we mean by commitment. And we will examine the amazing power that is unleashed when a man commits himself to something, and then follows through on it.

The irony is that sometimes we as men believe we are free when we never have to give our commitment to anything. That is just an illusion. The opposite is true. When a man commits himself, and follows through, he is freeing up his potential to be responsible, to communicate with integrity, to build trust between him and others.

The very basis of commitment is giving and keeping your word. There used to be a saying between men in the olden days, ‘My word is my bond.’ This could be translated into, ‘You can count on me. When I say it, I mean it and I’ll do it. For my word is sacred.’”

ACTIVITY 1 – Paired sharing

Focus: Attachment versus commitment

The facilitator divides the participants into pairs.

Facilitator

- 🗣️ "Share with your partner your understanding of the word 'commitment'. What does it mean to you? What does it bring up for you?"

The facilitator calls the beginning, the swop-over, and then the end of the sharing. This is just a brief sharing to get the session going.

Debrief of Activity 1

The facilitator gets some quick responses around the circle to the questions asked regarding 'commitment'.

Facilitator

- 🗣️ "There is a difference between 'being committed' to something and 'being attached' to something. Sometimes we confuse the two. Being attached means being 'set on' or 'dependent on' a particular outcome. There is not much freedom in that. In fact, being attached to someone or something is what can give us an uneasy feeling, a feeling of being trapped, of being limited, like a burden. And we often confuse this with 'commitment'.

Here is an example:

Attachment to a certain result – 'I have to win the game. That is all that matters. That is all I care about. I will do whatever it takes to win.'

Commitment to my performance – 'I will do my very best. I will prepare well. I will learn from my mistakes. I will seek continuous improvement. I believe if I continue to do this I will produce the best possible result.'

We can see from this example that the attachment to the result, as noble as it sounds, can put huge pressure on the individual and indeed inhibit their performance, because winning is all that matters, not how I get there, or how I respond if I don't win.

Attachment often gives us an all-or-nothing result; we win or we lose. We are up or we are down. This is very limiting, and can strip the player of the joy of playing the game. It also distances him from the process of learning from his defeats.

Looking at the commitment made in this above example, we see the difference there is in committing to a deeper process of learning and excellence. There seems to be far more freedom and power in this, a commitment to ongoing improvement, instead of an attachment to the result. This seems more sustainable and positive in the long run."

☞ “Taking another example, say, in a relationship or a marriage: You can be attached to always being happy, where you say, ‘The reason I am in this relationship is for it and for you, my dear, to make me happy. I am here for my happiness. That is the reason I am married to you/in this relationship with you, for you to make me happy.’

Contrast this with having a commitment to the relationship itself, and to your partner, where you say, ‘I am committed to making our relationship work, for both of us. I will do whatever it takes. I am prepared to work through the tough times and challenges we will surely have on the way.’

Spot the difference. Which one would you have more faith in? Which one stands a better chance of working out? What do you think?”

The facilitator gets comments and responses from the group to this distinction between ‘being committed’ and ‘being attached’.

ACTIVITY 2 – Solo work and group sharing

Focus: Giving your word and keeping your word

Each participant receives some paper and a pen to make notes.

Participants are asked to find a place in the room by themselves.

The participants are given approximately 15 minutes of solo time.

The facilitator outlines the activity and gives the questions listed below, allowing about five minutes for each section, with a pause in between each, so the participants can write down their responses.

Giving your word and keeping your word

- Think of a time when you kept your word.
- What did you say and what did you do?
- How did this feel for you?
- What did you gain by keeping to your word?
- What difference did this make?

Giving your word and not keeping your word

- Think of a time when you didn't keep your word.
- What did you say and what did you not do?
- What was missing on that occasion?
- How did this feel for you?
- What was the cost of you not keeping your word?
- Think about a time when someone else did not keep their word to you.
- What effect did it have on you?
- What did it cost/how did it affect your relationship?

Debrief of Activity 2

The facilitator gives each of the participants an opportunity to present their responses to the above questions in the large group, and leads a conversation on what has been observed from the individual responses.

Facilitator

🗣️ "So in the relationship we each have to the concept of 'commitment', it is important to look back at our experience, to what has happened before. We can learn from that. We can also decide to move on, not to let what has happened in the past dictate how we relate to commitment in the present, or what the future will look like. In the following activity we will be looking ahead."

ACTIVITY 3 – Solo work and group sharing

Focus: Taking a stand

Participants continue to use paper and a pen to make notes.

Once again participants are asked to sit by themselves.

The participants are given approximately 10 minutes of solo time.

The facilitator outlines the activity and the task to complete.

Introducing 'Taking a stand' process

Facilitator

🗣️ "When we commit ourselves to something – *we take a stand.*"

🗣️ “When we stand for something it gives us a *place to stand* – it provides us with a particular place to which we can always return. A commitment is like a foundation stone on which you can stand.

So a stand is a commitment you make – to yourself and to others. A commitment you make acts like a support structure to you, in your life and in your relationships.

I now invite each of you to think of a place or places in your life in terms of which you would like to take a stand – to make a commitment. Write down your stand and what you are committing to.

For example: ‘I am taking a stand for _____, and I commit myself to _____.’

The stand and the commitment you make must of course be linked. It is useful to think of a commitment to yourself, your family, or your community. We will encourage you to focus on all three, but for the purposes of this activity, just choose one focus area.

Before you begin, consider the following checklist:

- 🕒 Make sure the stand you take is full of joy – that it feels good and energises you, that it feels uplifting.
- 🕒 Make sure it is free of ‘I ought to’ and ‘I should’ – that it doesn’t feel forced or like a burden.

An example could be:

- 🕒 ‘This stand is for me. I am taking a stand for my education. I am committed to doing my very best, to being on time, to doing what needs to be done.’”

Debrief of Activity 3

Give every participant a chance to share one stand they are prepared to take, and to describe the commitment that flows from that stand. Before they begin, they first clarify the focus of their commitment, i.e. either for themselves, or for their family or community. It is good for the participant ‘taking a stand’ to do it standing up in front of the group, speaking clearly and with purpose.

Once the participant has finished and the facilitator is happy with the clarity and purpose, he calls out for a ‘Hou’ chant to be given, in recognition of ‘the stand’ that has been taken. This process is described in ‘The Wild at Heart Adventure’. If the stand taken is unclear, the facilitator can assist the participant and get him to repeat the process.

Other examples of 'stands' could be:

- 'This is for my family.
I am taking a stand for communication.
I am committed to communicating with my parents – letting them know how I am feeling, and being open to listening to them with an open attitude.'
- 'This is for my community.
I am taking a stand for health and fitness.
I am committed to volunteering at our local soccer club, to help with coaching.'

ACTIVITY 4 – Group process

Focus: Handling mistakes

Facilitator note: If you have time, it is a good idea at each session to allow one more participant to try out the 'Handling mistakes' process explained in the previous session. This gives everyone a better chance to become familiar with the process, and in time being able to handle more substantial mistakes. Participants can also get practice in starting to facilitate the 4-step process with one another.

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet to each participant.

CHECK-OUT

The facilitator sets the focus for the check-out:

"What thoughts/ideas will you be taking away from this session today focusing on commitment?"



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 4 – COMMITMENT

HANDOUT

- When we commit ourselves to something we take a stand.
- When we stand for something it gives us a place to stand.
- This place is somewhere to which we can always return.
- This provides us with a foundation – like a support structure.
- So a stand is a commitment you make – to yourself and to others.
- **Giving** your word and **keeping** your word, equals **being** your word.
- There is a difference between being attached to something (which is limiting and gives you no freedom), and committing yourself to something (which gives you choice and a sense of freedom).
- An attachment leaves you feeling apprehensive and dependent, it pulls you down, it feels like a burden. There is very little joy to be had.
- A stand you take and a commitment you make need to be full of joy (it makes you feel good), it needs to energise you (it feels uplifting). It is free from any 'I ought to' and 'I should' (it does not feel forced or like a burden).
- This process can transform the way in which we relate to the 'c' word – the 'commitment' word. Rather than feeling fearful and burdened, we can move to a place of feeling empowered and free.

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 4 – COMMITMENT

WORKSHEET

Note down the stands and the commitments you are prepared to make (remember to add a timeline, i.e. what you will do and by when):

1. For yourself

Timeline –

2. For your family

Timeline –

3. For your community

Timeline –

4. Describe one or two 'attachments' you would like to let go of.

COURSE FIVE – TAKING A LEAD IN LIFE

SESSION 5 – SUPPORT

CHECK-IN

The facilitator sets the theme for the check-in:

“Give your name and animal name. Give us some feedback from completing the commitment worksheet from the last session. What progress have you made?”

WELCOME AND INTRODUCTION

Facilitator

🗣️ “Welcome back to ‘Taking a Lead in Life’. In this session we focus on the fourth and final building block, that is, ‘support’. Sometimes as men we find it difficult to ask for support when we need it. We tend to go it alone. Some of us might even see asking for support as a sign of weakness. After all, men are supposed to be strong and independent. Asking for support doesn’t affect our independence and, in actual fact, receiving support is designed to give us greater strength in order to carry on. It is foolish to believe we can do it all on our own.

In this session we will explore our experiences around support and how we can develop better ways of giving, receiving and asking for support. We will make a clear distinction between helping or rescuing someone, and giving support. The challenge many of us face is to overcome our resistance to asking for and being able to receive support.”

ACTIVITY 1 – Paired sharing and group discussion

Focus: You and support

The facilitator divides participants into pairs. In this exercise each time a question has been answered by both partners, the pairs swap around with other pairs, i.e. everyone will now be sitting with a new partner. This is done for every new question.

1st pairing:

- How do you find it asking for support when needed? Is it easier asking women or men for support? Explain.

2nd pairing:

- What are you like when receiving support from others? Have you ever asked for support and been let down? Describe.

3rd pairing:

- What are you like in offering support to others? Have you ever offered your support and been rejected? Explain.

4th pairing:

- What do you think the difference could be between helping or rescuing someone, and giving support? Talk it through with your partner.

Debrief of Activity 1

The facilitator gets feedback from the whole group, moving from the first through to the fourth question, generating a discussion on key points that arise, for example the obstacles we face in asking or allowing others to support us.

The facilitator concludes the debrief, focusing on the distinctions between helping, rescuing and support. Concluding comments should be adapted according to how much clarity has emerged from the participants' paired sharing. The facilitator generates a group discussion as he takes them through this conversation, using the examples and comments below as a guide.

Facilitator

- 🗣️ "So there is a real difference between **rescuing someone**, **helping someone**, and **giving support to someone**. It is important to clarify these differences. We often tend to confuse all three. Sometimes we think we are doing one of these, while indeed we are doing the other.

Some examples:

Helping someone – assisting an old person to cross a busy street, or giving a friend a lift to work after their car broke down.

Rescuing someone – pulling a swimmer out of rough waters as they appear to be struggling, or intervening in a situation in which a child is being bullied by older kids.

Giving support – listening to a family member as they talk through various possible solutions to a problem they have, or offering to go running in the evenings with a friend, because you know they struggle to do so on their own.

So let's take a look at these three examples. With all three we will look at where the power lies in the relationship between the doer (the helper, rescuer or supporter) and the receiver."

☛ “Let’s start with the first example, **helping**. It is a good thing to do, to help someone. In our example you help someone across the road, you give a friend a lift. Helping is just short-term assisting, a good or kind deed. There is no real power relationship here. Someone could just do with a bit of help.

It is recommended, when **helping**, to consult with the recipient that they do indeed want the help being offered. If they don’t clearly wish to be helped, and you go ahead, then the situation is one of intrusion. The recipient should have the power to say ‘no thank you’.

And now to the second example, **rescuing**. This should occur in possible life-threatening situations or dangerous, damaging incidents. In our example we are rescuing someone from rough water, or from a situation in which violence could well occur. Rescuing is an essential service rendered in specific situations. The power here is clearly in the hands of the rescuer. The relationship between the rescuer and the rescued is temporary.

Sometimes we try and ‘**rescue**’ a friend, family member or child from a situation that is in no way life-threatening. We have a desire to save them. They are the ‘victim’ and we are the ‘rescuer’. We have all the power. We either just take over, or sometimes the so-called ‘victim’ might request that we do things for them, because they like being rescued and not having to do things for themselves. Clearly here there is no transfer of power.

Let’s now move to the third example, **supporting**. With support the crucial thing is that the power rests with the person receiving the support. So if someone is talking through a problem and I am listening, my role is to support them in coming to a decision. They make the decision, not me. They provide possible solutions, not me. I might suggest something just to get the conversation moving, but they must do the work.

I must not take over their process. I facilitate sometimes by just being a listener, affirming and encouraging them. The giving of support needs to be an empowering process for the recipient. In that way, supporting someone is clearly different from helping or rescuing them.

In the final example, joining my friend for a run, is **support**. He is doing the running. I can’t run for him. I am merely joining him as an act of encouragement. There will come a time when he runs on his own, without my company. This will become easier for him once he has gotten into the routine of running. If he needs further support and company, he can always join a running group or club. He is perfectly capable of developing his own support system.”

Facilitator note: After the lengthy paired sharing and conversation above, it is recommended to do a trust exercise in which participants get an experience of being physically supported by the group. On a point of **safety**, only proceed with these suggested activities if you have experienced such exercises yourself and have been trained to facilitate them. **The safety of the participants is paramount.** Clear instructions must be given and the group must be totally focused on their support role. The activity is carried out in silence. Only the facilitator speaks.

ACTIVITY 2 – Group physical exercise

Focus: Personal and group trust

There are several different possibilities here:

Trust support – A participant stands in the middle of the group with their arms folded across their chest. They keep their body stiff like a telegraph pole, and let themselves fall backwards. The group is surrounding them with their arms held up ready to support the participant in the middle. They also have their knees slightly bent to be able to take the weight. They leave no gaps in the supporting wall. In this way the supporting group passes the participant gently around the circle.

Trust lift – A participant lies flat on the ground, and is lifted up slowly by the whole group, first to waist height, and then to shoulder height. Waist height is easier and safer to do. Shoulder height needs more care taken. The participant can be gently swayed back and forth whilst being held up.

Trust fall – You need a room with a high enough ceiling, with a sturdy table that can hold the weight of one person. A participant stands on the table with his back to the group, who stands close behind him on the floor. When instructed, the participant falls backwards off the table holding the body straight with arms across the chest. The group forms a protective wall with their hands and arms outstretched to catch and hold the participant. They must be carefully instructed and monitored to ensure that neither the faller nor the catchers get hurt. This is an advanced higher-risk activity.

Trust walk – Walking blindfolded with a partner, or walking blindfolded in the middle of a circle surrounded by a protective wall that gently guides the walker back into the circle.

Trust run – A participant running with their eyes closed towards a protective wall standing in front of them. The 'protective wall' calls out "Stop!" to the running participant as he gets close to them.

Debrief of Activity 2

The facilitator gets feedback from the group, focusing the discussion on trust and support:

- So what was it like, the experience of being supported by others, of allowing yourself to be supported by the group?
- What was it like to be one of the supporters in this exercise?
- Was this exercise difficult for any of you, being able to let go and to trust the group?

Facilitator

🗣️ "So it seems as if trust and support are linked. In order to allow ourselves to be supported, we need to trust others. Often it is this lack of trust that stops us from allowing others to support us. This could come from a time when someone let us down, so the cost to us now is that we don't allow others to support us. Maybe we have let someone down, and broken their trust, and now they don't let us support them."

ACTIVITY 3 – Group work and discussion

Focus: Handling mistakes as a support process

Facilitator

🗣️ "Together we have examined what support looks like, and we have shared some of our own relationships and experiences around support. We are now going to move on to look at some ways in which we can provide support for ourselves. Of course, the tools we focus on here can also be shared with others, in order for them to get better at supporting themselves. Indeed the philosophy of this whole 'The Manhood Experience' training, and this course 'Taking a Lead in Life' is to empower you to better support yourself, and thus to be in a stronger position to support others.

Think back to our third session 'Responsibility', in which we introduced the 'Handling mistakes' process. That is a perfect example of a tool you can use to support yourself in your relationships with others, and preventing situations in which people lose trust in you, because you keep on repeating the same mistake/s.

Who can remember the 4-step process?"

Let the participants list the process: Acknowledging the mistake – Taking responsibility for it – Cleaning up the mess – Making sure it doesn't happen again.

🗣️ "You will see that each step focuses on one of our four cornerstones in 'Taking a Lead in Life'; it brings them all together in one process."

- ✎ “‘Acknowledging the mistake’ is done through communication. ‘Taking responsibility for it’ by saying it is my mistake, speaks for itself. ‘Cleaning up the mess’ is showing commitment to dealing with the mistake by putting things right. And finally, ‘Taking steps to see it doesn’t happen again’, is a way of supporting oneself.

The four cornerstones are all linked and together they provide a solid support structure. Since we last did this process, have any of you used it? If not, why not?”

(Get responses.)

- ✎ “The ‘Handling mistakes’ process is there to support you. Have any of you made a mistake? Has it been cleared up? So what are you waiting for? Do it now!”

Facilitator note: See if you can get a volunteer to run through this process as a reminder to the whole group. It is a good way to reinforce, to emphasise the idea that these tools are for ongoing use.

Debrief of Activity 3

The facilitator leads a discussion on seeing the process in action.

Facilitator

- ✎ “So dealing with our mistakes is a good way to support ourselves in building strong relationships with others. You have the process, so use it, use it to support yourself. You remember when we asked the question in session one of this course, ‘If you want to be a leader, who is the first person you need to lead?’ Supporting yourself is an act of personal leadership. You can’t support others until you learn to support yourself.”

ACTIVITY 4 – Solo work

Focus: Personal support plan

The facilitator hands out a sheet of paper and a pen to each participant. On some courses the participants would have their own journals available. In that case, we wouldn’t have the need to distribute writing materials.

Facilitator

☛ “In conclusion, we are going to ask you a few questions around support. The purpose here is to develop a personal support plan for yourself.”

The facilitator asks the following questions:

- In which way/s can you provide support for yourself? Describe.
- What kind of support do you need right now? Give details.
- Who do you think can provide that support?
- How will you ask for the support that you need?

Debrief of Activity 4

The facilitator gives participants an opportunity to share their responses to the questions, and to clarify their support plan.

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet to each participant.

CHECK-OUT

The facilitator sets the focus for the check-out:

“We are now completing this ‘Taking a Lead in Life’ course. Please check out with any reflections or comments you might have from participating in these five sessions.”



COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 5 – SUPPORT

HANDOUT

- Needing support is not a sign of weakness.
- Asking for support and allowing ourselves to be supported strengthens us as men.
- Not asking for support when we need it is a sign of weakness.
- There is a difference between helping someone, rescuing someone, and giving support. In helping and rescuing, the power stays with the helper and the rescuer. In giving support the power stays with the recipient.
- It is important to recognise the difference between the three:

– Helping someone

Assisting an old person to cross a busy street, or giving a friend a lift to work after their car broke down.

– Rescuing someone

Pulling a swimmer out of rough waters, as they appear to be struggling. Intervening in a situation in which a child is being bullied by a group of kids.

– Giving support

Listening to a family member as they talk through various possible solutions to a problem they have. Offering to go running in the evenings with a friend, because you know they struggle to do so on their own.

- Dealing with our mistakes on a continuous basis is a great way to keep maintaining strong relationships. Remember the 4-step process!
- Create a support plan for yourself. What support do I need? Where will I get it? From whom will I get it? When will I get it?
- Remember to learn to support yourself before supporting others. Asking for support when you need it, is a way of giving support to yourself.

COURSE FOUR – TAKING A LEAD IN LIFE

SESSION 5 – SUPPORT

WORKSHEET

1. A stand I am prepared to take in terms of support is:

For myself _____

For my family _____

For my community _____

2. I commit myself to the following around support (the details):

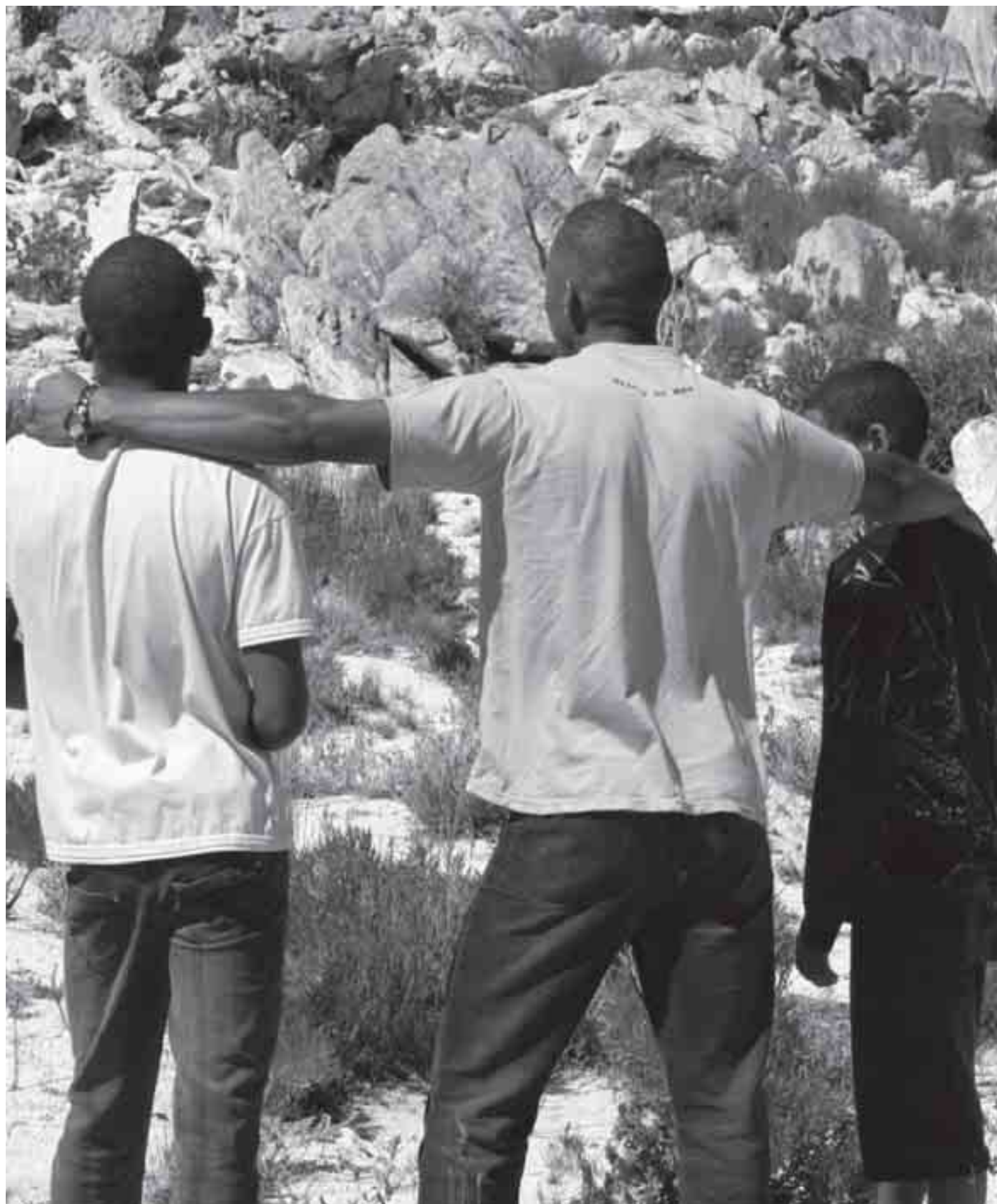
For myself _____

For my family _____

For my community _____

3. Dealing with mistakes: List a mistake/s you need to clean up. Detail the mistake/s. Stipulate with whom you need to clean up and by when.

4. Whom do you need to support you in the above commitments and tasks? Make a list of a possible support team. By when will you contact them?





COURSE FIVE

Leadership in action

COURSE FIVE – LEADERSHIP IN ACTION

INTRODUCTION

The overall aim of the 'Leadership in Action' programme is to enable participants to take a stand in their family and in their community, and to make a contribution drawing on all they've learnt through their participation in 'The Manhood Experience' training. The focus of this course is on practical action – putting all the experiential learning into practice.

The objectives of this course

- To create a supportive environment in which to guide men in the planning, designing and implementing of personal, family and community-based projects
- To assist men to gain confidence in implementing projects that make a difference in the lives of their families and communities
- To give men the necessary project management and co-ordination skills
- To build a sense of community and generate hope through the successful implementation of projects

Course outline

'Leadership in Action' consists of four sessions:

1. Introducing projects
2. Project design
3. Project implementation
4. Project support

Facilitator note: It is recommended that all the session worksheets and handouts are safely kept by participants in their course files, and are available for reference purposes during sessions.

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1- INTRODUCING PROJECTS

INTRODUCTION

Facilitator

🗣️ “Welcome to our fifth course, ‘Leadership in Action’. This is where the rubber hits the road. This is where we get to implement, to do, to make a difference.”

The facilitator introduces the course using the information given above, i.e. the aim, the objectives and the sessions outline.

CHECK-IN

The facilitator gives a focus for the check-in:

“As part of the check-in today, I want you to think back to the ‘Taking a Stand’ exercise we did in the session focusing on ‘commitment’ – remember you wrote down a ‘stand’ for yourself, your family and your community.

We repeated this exercise in the worksheet from our last session on ‘support’. All the ‘stands’ that you took aim to make a difference in your life and in the lives of others. Each ‘stand’ you took came with a set of commitments.

In this course ‘Leadership in Action’, you will have an opportunity to expand one of the ‘stands’ you took, into a practical project that you’ll get to deliver, and in that way you will make your commitment real.

For the check-in, firstly give us your name. Then remind us of a personal ‘stand’ you took, plus a ‘stand’ you took regarding your family.”

ACTIVITY 1 – Small group sharing

Focus: Vision

Facilitator

🗣️ “What lies at the heart of any successful project is a vision – something in the future, as yet uncreated – that we see in our mind’s eye. With every ‘stand’ you take there is a vision supporting it, something that you believe is possible for yourself, your family, and your community.”

🗣️ “I would like each of you to think of a vision you have for yourself, and one for either your family or your community. You will then develop a project arising from this vision. Your first objective is to focus on your vision. You might well link your vision with one of the ‘stands’ you have already shared. I will give you a few moments to prepare. Here are a few examples.”

- 🕒 ‘I have vision for myself to be healthy, fit and strong.’
- 🕒 ‘I have a vision for myself to be suitably qualified and skilled.’
- 🕒 ‘I have a vision for my family of improved communication.’
- 🕒 ‘I have a vision for my family that we will spend good time together.’
- 🕒 ‘I have a vision for my community in which younger kids will have activities to engage in to keep them off the streets.’
- 🕒 ‘I have a vision for my community in which young people will practise safe sex.’

The facilitator divides the participants into small groups of three or four. Each participant gets a chance to share his two visions, i.e. his personal and his family vision. Participants only get to share the vision, each in one sentence. They don’t go into any detail. In order for them to practise project design, we begin with personal and family. The community projects can follow later.

Debrief of Activity 1

Facilitator note: Get some examples from their sharing. Start with some personal visions, and then move on to family. It’s a good idea when hearing a vision, to track back and get what ‘stand’ was taken and what commitment was made in previous sessions. You can check if there is a link. If the vision has no bearing on previous work done, then ask why – isn’t there merit in developing what was started previously, instead of moving to something completely different? You are checking the strength of the participant’s motivation to follow through on what they say. This course is about putting words into action!

ACTIVITY 2 – Group presentation and discussion

Focus: Projects

Facilitator

🗣️ “We will now explore together what we mean by a project, its purpose, and what it entails.”

What is a project?

- ## Purpose of a project

- ## Designing a project entails

- ### Project focus

- Starting with yourself – a personal project
- Moving attention to your family – a family project
- Focusing on your community – a community project

Facilitator

- 🗣️ “We encourage each one of you to take on a personal project and a family project, i.e. two projects. Once these are successfully completed, we will move on to designing some community projects.”

Focus one

A personal project: Designing a project that is focused on improving an aspect of your life – it is just for you.

Examples of personal projects that can be undertaken:

- giving up or reducing smoking, drinking or drug intake
- getting back into education or acquiring a specific skill
- developing an exercise regime to get fit and lose weight
- entering counselling to deal with anger and violence

Focus two

A family project: Designing a project that is focused on improving an aspect or aspects in the life of your family.

Examples of family projects that can be undertaken:

- working out and implementing a family roster, whereby each member of the household shares in cooking and cleaning tasks
- deciding on specific ways in which a young man will assist his single parent in running the house
- reconnecting with members of the family to rebuild relationships
- creating a special celebration to re-unite a divided family

Facilitator note: It is best if the project is achieved within the timeline of the training or programme participation agreement, so that the coaching and mentoring process can be practically achieved.

So, for example, if a participant's family project is to re-unite an extended family that has many conflicts and relationship breakdowns, it is advisable to break the larger project down into a few mini-projects, some of which can be achievable in the lifespan of the training.

Some larger projects might need a year or longer to complete, and some might be short-term, easily achievable within a month or so.

Once the personal and family projects are completed, we encourage participants to focus on a community project. A personal project and a family project is carried out by each participant as a solo project (of course, in their family project they might well enrol the assistance of other family members). A community project can be undertaken in teams – a small group working together.

There is of course an immediate community project available to participants within a Hearts of Men programme itself, i.e. to commit themselves to recruiting and mentoring young men from their community in an ongoing Hearts of Men programme.

Focus three

A community project: Designing a project that is focused on improving an aspect or aspects in the life of one's own community.

Examples of community projects that can be undertaken:

- setting up a weekly youth soccer tournament with teams organised on a street-by-street basis, coached and managed by elders living in that street;
- establishing an annual young men's and women's programme within a high school, facilitated and managed by parents;
- repairing and decorating communal toilet facilities; and
- facilitating a youth group to learn how to make their own African drums and forming a drumming circle.

Debrief of Activity 2

Facilitator

- 🗣️ "Any further comments or questions before we start our project design? Is all the information we have covered clear?"

ACTIVITY 3 – Group presentation and discussion

Focus: Personal projects

The facilitator takes the participants through a design process for their personal project using a fictitious example. They don't have to take notes because all this information will be on the worksheet to complete at home. As you proceed, encourage the participants to call out their own responses, just to check they are on the right track. The facilitator takes them through the following steps.

1st step – Clarify your vision for your personal project:

'I have a vision for myself to be healthy, fit and strong'

2nd step – Communicate the 'stand' that supports your vision:

'I am taking a stand for my health'

3rd step – State your specific aims:

'I am going to reduce my smoking and intake of alcohol. I aim to get fit again. I aim to resume playing football.'

4th step – Specify a plan of action:

- | | |
|---------|---|
| Week 1: | cut down from 20 cigarettes a day to 10 a day
cut down from three beers a night to one beer a night
walk my dog for 20 minutes per day |
| Week 2: | cut down cigarettes to five a day
cut down to one beer per night
continue daily walking to more difficult terrain |
| Week 3: | cut down cigarettes to only three a day, after meals only
drink beer only on weekends, in moderation
introduce two mountain walks per week, together with daily walks |
| Week 4: | maintain discipline of three cigarettes per day
maintain weekend only drinking in moderation
introduce two light runs as part of exercise routine |

Facilitator note: The 'plan of action' will continue according to the timeline of the project. A date would need to be set for commencement of playing football. In the above example participants should get an idea of the detail required.

5th step – Defining measurable outcomes:

In the above 'plan of action', several measurable outcomes relating to reducing intake and increasing exercise are included. If the action plan does not include such specific details that can be measured, then they would need to be included at this stage.

It is important to break the project down into weekly activities, and monthly objectives. It is also good to determine at which stages monitoring will take place, and by whom, for example, at the end of every week.

6th step – Check sustainability:

It is better to start with easily achievable steps and modest outcomes, rather than being overly ambitious at first. This could lead to failure and then to giving up. Some projects, as in this above example that requires a change in behaviour, can be extremely challenging.

Part of the sustainability check would be to include a support process for the individual. This might stipulate a buddy, mentor or coach working alongside.

7th step – Determining a clear timeline:

You need a commencement date, ongoing implementation dates, as well as a concluding date.

Debrief of Activity 3

Facilitator

🗣️ "Are there any further questions or queries before we conclude this discussion? You will be receiving all the information we have covered in your handout today. In the worksheet you will be doing your project design, which you will bring to our next session."

HANDOUT AND WORKSHEET

The facilitator distributes a handout (four pages) and worksheet (two pages) to each participant.

CHECK-OUT

The facilitator sets the focus for the check-out:

“You can check-out with any comments or observations regarding the session. And how do you feel about starting the process with your personal project?”



COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

HANDOUT – PAGE ONE

What is a project?

- it is specific (it has a clear focus)
- it is measurable (it can be monitored)
- it is achievable (in terms of time, skills and resources available)
- it is realistic (given that it is specific, measurable and achievable)
- it has a timeframe (starting, implementing and completing)

Purpose of a project:

- is to make a difference in your life and in the lives of others
- is to allow the realization of your vision
- is to give structure and focus to your action
- is to produce a specific result
- is to develop implementation, co-ordination and management skills
- is to give confidence, gain experience and build capacity

Project focus – there are three possible focus areas in this project implementation process:

- Starting with yourself – a personal project
- Moving attention to your family – a family project
- Focusing on your community – a community project

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

HANDOUT CONTINUED – PAGE TWO

Designing a project entails:

- clarifying a personal or group vision
- developing a clear purpose with specific aims
- structuring a step-by-step plan of action
- determining a clear timeframe
- defining measurable outcomes
- taking measures to achieve sustainability

Personal work – you are asked to design two projects:

- A personal project – designing a project that is focused on improving an aspect of your life – it is just for you
- A family project – designing a project that is focused on improving an aspect or aspects in the life of your family

(After completion of these two projects, we will proceed to look at a community project.)

Example of a personal project

1st step – clarify your vision for your personal project:

‘I have a vision for myself to be healthy, fit and strong.’

2nd step – communicate the ‘stand’ that supports your vision:

‘I am taking a stand for my health.’

3rd step – state your specific aims:

‘I aim to reduce my smoking and intake of alcohol. I aim to get fit again. I aim to resume playing football.’

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

HANDOUT CONTINUED – PAGE THREE

4th step – specify a plan of action:

- Week 1: cut down from 20 cigarettes a day to 10 a day
 cut down from three beers a night to one beer a night
 walk my dog for 20 minutes per day
- Week 2: cut down cigarettes to five a day
 cut down to one beer per night
 continue daily walking to more difficult terrain
- Week 3: cut down cigarettes to only three a day, after meals only
 drink beer only on weekends, in moderation
 introduce two mountain walks per week, together with daily walks
- Week 4: maintain discipline of three cigarettes per day
 maintain weekend only drinking in moderation
 introduce two light runs as part of exercise routine

The 'plan of action' will continue according to the timeline of the project. A date 200 would need to be set for commencement of playing football. You can see from the above example the detail that is required.

5th step – defining measurable outcomes:

In the above 'plan of action' several measurables relating to reducing intake and increasing exercise are included. If the action plan does not include such specific details that can be measured, then they would need to be included at this stage.

It is important to break the project down into weekly activities, and monthly objectives. It is good to determine at which stages monitoring will take place, and by whom, for example, at the end of every week.

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

HANDOUT CONTINUED – PAGE FOUR

6th step – check sustainability:

It is better to start with easily achievable steps and modest outcomes, rather than being overly ambitious at first. This could lead to failure and then to giving up. Some projects, as in this above example that requires a change in behaviour, can be extremely challenging.

Part of the sustainability check would be to include a support process. This might stipulate a buddy, mentor or coach working alongside you.

7th step – determining a clear timeline:

You need a commencement date, ongoing implementation dates, as well as a concluding date.

Vision

All great projects start with a vision. Here are some examples we shared with you in the session:

- 'I have vision for myself to be healthy, fit and strong.'
- 'I have a vision for myself to be suitably qualified and skilled.'
- 'I have a vision for my family of improved communication.'
- 'I have a vision for my family that we will spend good time together.'
- 'I have a vision for my community in which younger kids will have activities to engage in to keep them off the streets.'
- 'I have a vision for my community in which young people will practise safe sex.'

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

WORKSHEET – PAGE ONE

1st step – clarify your vision for your personal project:

2nd step – communicate the 'stand' that supports your vision:

3rd step – state your specific aims:

4th step – specify a plan of action (day by day/week by week – use a separate sheet of paper if necessary):

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 1 – INTRODUCING PROJECTS

WORKSHEET – PAGE TWO

5th step – define your measurable outcomes (see that your plan of action includes details that are clearly measurable):

6th step – check your sustainability measures (check that you are not being over-ambitious, and include support details):

7th step – determine a clear timeline (include a commencement date, all implementation dates, as well as a concluding date):

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2– PROJECT DESIGN

WELCOME AND INTRODUCTION

Facilitator

- 🗣️ “Welcome back to this 2nd session in our course ‘Leadership in Action’. Today we will focus on project design. We’ll get feedback on your personal projects, and we’ll use the same design criteria introduced last week to develop your family projects.”

CHECK-IN

The facilitator sets the theme for the check-in:

“State your name, and how did you go with the task of completing the design steps for your personal project? What worked for you? Did you experience any difficulties? Explain.”

ACTIVITY 1 – Paired sharing and support

Focus: Personal projects

The facilitator divides the participants into pairs. They need to have their course files with them.

Facilitator

- 🗣️ “You will now get a chance to share your personal project with a partner. Take him through all of your seven design steps. The job of your partner is to listen carefully and to give feedback to you – preferably at the end of each step, just to check that what you have shared is clear to him. If it is not clear, get clarification before moving to the next step. As a checklist to help you, you can use this ‘smart’ formula.”

The facilitator writes up on a large sheet of paper:

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Timeframe

- 🗣️ “When listening, check for the details in your partner’s project. Go to the Session One handout from last week, under the heading ‘What is a project?’”

Checklist

- check it is specific (it has a clear focus)
- check it is measurable (it can be monitored)
- check it is achievable (in terms of time, skills and resources available)
- then it is realistic (given that it's specific, measurable and achievable)
- and finally check it has a timeframe (starting date, implementing dates and completion date)

The facilitator gives the first participant approximately 15 minutes to share his personal project 7-step design, and to get feedback. The second participant in each pair then gets an opportunity to do the same, and to receive feedback.

Debrief of Activity 1

Facilitator

- 🗣️ "A chance now for any questions, queries, concerns regarding your project. Do you feel ready to start implementing your personal project?"

The facilitator gets a couple of participants to share their 7-step design in front of the whole group.

- 🗣️ "Was it useful going through your project with a listening partner? Was the feedback you received useful? If so, in what way?"

So now you will all be starting to implement your personal projects. While you are busy implementing those, we will begin with the design process for your family project."

ACTIVITY 2 – Solo work

Focus: Family projects

Facilitator

- 🗣️ "This second project is focused on improving an aspect or aspects in the life of your family. To begin with look at your vision, and then the stand you will take. Start to clarify some of your aims for this project. You will present these back to the whole group. You will now get 15 minutes solo time to prepare. Please call on a facilitator to support you if you get stuck or need clarification."

Facilitator note: If a participant has not got a family, or is not living within a conventional family set-up, their project could focus on where they are living, i.e. with a foster family, or in a hostel, or in digs with friends, etc. Their project therefore focuses on their most important support group.

If a participant is living with their family, but does not feel ready to implement a family project due to challenging or unresolved issues, then they could focus their project on where they get their most support from, in order to strengthen that support base.

This activity flows straight into the next activity, so you do not need to debrief now.

ACTIVITY 3 – Group work presentations

Focus: Family projects

Each participant gets to share their family project – vision, stand, aims and action plan.

They get feedback from the whole group and an opportunity to clarify any details.

Debrief of Activity 3

Facilitator

🗣️ “So this was an opportunity for you to present your family project (a work in progress) in front of the whole group. Let’s hear from each of you. We have three questions:

- How was it for you starting the design process for your family project?
- How was it for you getting feedback and support from the whole group?
- And how was it for you presenting in front of us all?”

The facilitator does a go-round, giving each participant a chance to respond to the three questions.

HANDOUT AND WORKSHEET

The facilitator distributes the handout (three pages) and worksheet (two pages).

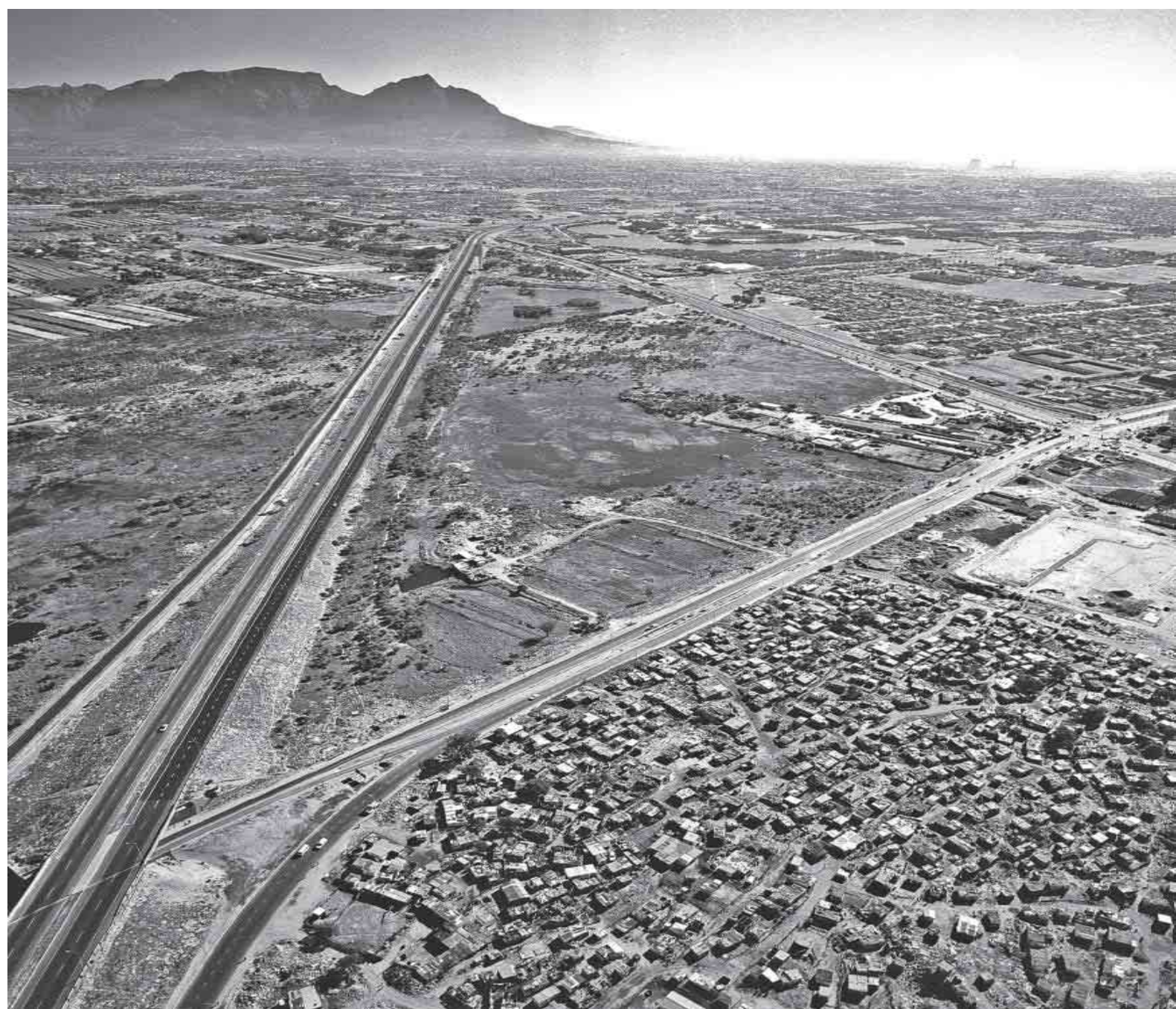
Facilitator

🗣️ “So at the next session we will get feedback from each of you regarding progress with your personal project. You will also by then have completed your design for your family project on the worksheet. In the handout we have included an example ‘Plan of action’ for a family project.”

CHECK-OUT

The facilitator sets the theme for the check-out:

"The check-out today is three words each, describing how you feel about starting with the implementation of your personal project."



COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2 – PROJECT DESIGN

HANDOUT – PAGE ONE

The 'smart' formula for programme design

- S – Specific
- M – Measurable
- A – Achievable
- R – Realistic
- T – Timeframe

Use the 'smart' formula as a checklist for your project:

- check it is specific (it has a clear focus)
- check it is measurable (it can be monitored)
- check it is achievable (in terms of time, skills and resources available)
- then it is realistic (given that it's specific, measurable and achievable)
- and finally check it has a timeframe (starting date, implementation dates and completion date)

Example 'Plan of action' for family project

1st step – Clarify your vision for your family project:

'I have a vision for my family to be more supportive of one another.'

2nd step – Communicate the 'stand' that supports your vision:

'I am taking a stand to create support in my family.'

3rd step – State your specific aims:

'I aim to encourage each family member to participate in my project. I will encourage each family member to communicate at least one way in which he or she would appreciate support. I will encourage each family member to commit to at least one act of support.'

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2 – PROJECT DESIGN

HANDOUT – PAGE TWO

Special note – Because these aims rely on the co-operation of other people, in this case family members, you must be cautious to identify what you will commit to doing. In this way the project can still have some success, even if everyone does not buy in to it. Then at least you will have done what you committed to doing. You will have set an example for what support in the family could look like.

Example of the revised aims – ‘I aim to give support to each member of my family. I will ask each family member what support they would appreciate from me. I will also let each family member know what support I would appreciate from them.’

4th step – Specify a plan of action:

Week 1

Have a conversation with each family member, clarifying what support they need from me. Include in this conversation what support I would appreciate from them. Remember to be specific, be clear on the details.

Week 2

Begin the support process. See that I accomplish all my support commitments with each family member. For example:

- With my mother – assist her with meal preparation at least twice a week
- With my father – assist with washing up after meals at least twice a week
- With my young brother – walk the dogs with him at least twice a week
- With my younger sister – help her with her homework when she asks me

Week 3

Continue the support process. Get feedback from family members concerning my support. Also give them feedback regarding their specific support of me. Encourage family members to spread this project, asking each other for support, and offering their support to each other.

Week 4

Continue the support process. Monitor with family members how their support of each other is going. If appropriate, arrange a time for all of the family to have a talk regarding this support project.

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2 – PROJECT DESIGN

HANDOUT – PAGE THREE

5th step – Defining measurable outcomes:

In the above 'plan of action' several specifics relating to family support, are included. If the action plan does not include such specific details that can be measured, then they would need to be included at this stage. Your own commitments are listed in the above example. The support commitments family members make to each other could be added once that information is available.

6th step – Check sustainability:

It is better to start with easily achievable steps and modest outcomes, rather than being over-ambitious at first. This could lead to failure and then to giving up. Part of the sustainability check can be to include a support process. This might stipulate a buddy, mentor or coach for you.

7th step – Determining a clear timeline:

You need a commencement date, ongoing implementation dates, as well as a concluding date. In this example, hopefully the support will continue after the lifetime of this project. The aim of this project was merely to stimulate family support.



COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2 – PROJECT DESIGN

WORKSHEET – PAGE ONE

Family project plan of action

1st step – Clarify your vision for your family project:

2nd step – Communicate the 'stand' that supports your vision:

3rd step – State your specific aims:

4th step – Specify a plan of action (day by day/week by week):

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 2 – PROJECT DESIGN

WORKSHEET – PAGE TWO

Family project plan of action continued

5th step – Define your measurable outcomes (see that your plan of action includes details that are clearly measurable):

6th step – Check your sustainability measures (check that you are not being over-ambitious, and include support details):

7th step – Determine a clear timeline (include a commencement date, all implementation dates, as well as a concluding date):

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 3- PROJECT IMPLEMENTATION

CHECK-IN

The facilitator sets the theme for the check-in:

“State your name, and how is your personal project implementation going? Describe.”

INTRODUCTION

Facilitator

🗣️ “Welcome to the third session of ‘Leadership in Action’. Today we will complete our work on project design, and then shift our attention to implementation. Remember our key focus for this course is on you putting your vision and leadership into action. The projects are key to that. They give you a clear structure to work with. You can thus measure your success or otherwise. Without a project, all you have is words, and no action. Action is what gives power to our words, to our speaking.”

ACTIVITY 1 – Solo time and group work

Focus: Naming your projects

Facilitator

🗣️ “You have all developed your designs for a personal as well as a family project. Every project must have a name. Providing a name for your projects is vital. A name should inspire you and others when you speak it. The name you give should express the essence of what you are attempting to achieve. In this way the title and subtitle you give serve as a reminder as to why you are doing the project in the first place. The name of your family project also needs to inspire and remind others of what that project is all about.

We are going to give you a moment on your own to think of titles for both your projects. Give each title a subtitle as well. You will then share them in the circle.”

Here are some ideas for titles, using the examples given in previous handouts:

Personal project

Focus on:	Health and fitness
Title:	I matter
Subtitle:	And so my health matters

Family project

Focus on: Support
Title: Many hands make light work
Subtitle: Family supports family

After sufficient time the facilitator calls the group back and leads a go-round, giving participants an opportunity to share their two titles, plus subtitles. They should also remind us of their project focus before sharing their titles.

Facilitator note: Before moving on to the next participant, see that the person who has just shared gets some feedback regarding their project titles. If the project title needs some more work, it is a good idea to continue round the circle and come back later, giving the participant a second chance. Participants will learn and get ideas from the various examples shared in the circle.

ACTIVITY 2 – Pair work

Focus: Family projects plan of action

Facilitator

🔊 “You will now have an opportunity, in pairs, to share your completed family project 7-step plan of action, and to get some feedback.”

The facilitator divides the group into pairs and begins the process.

After 15 or 20 minutes, participants swop over and repeat the process.

This activity flows directly into the following activity, so there is no need for debriefing here.

ACTIVITY 3 – Group work

Focus: Presentations

The facilitator asks for a couple of volunteers to share their family projects with the whole group. They begin with the title and subtitle, and then go through the 7-step plan of action. Encourage presenters to be concise, i.e. to cover the detail, but to cut out lengthy explanations, etc.

Each presenter gets feedback from the group. Also encourage precise feedback: What is missing, and what could be improved upon, with a possible suggestion as to how?

Debrief of Activities 2 and 3

Discuss any concerns, challenges or issues participants have with regards to implementing their family projects. Ask how the feedback in pairs went. Ask how it was presenting to the whole group, and the value of receiving feedback. Ask what they learnt from being introduced to each other's projects.

Facilitator

- 🗣️ "So now you are ready to begin the implementation of these family projects. We will hear at the next session how you are doing. At the same time you will be continuing with your personal projects. Good luck, and keep at it!"

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet to each participant.

CHECK-OUT

Facilitator

- 🗣️ "Thinking back to your personal project and your feedback in today's check-in – what challenges do you need to overcome, and how are you going to move forward in implementing your vision for your personal project, as well as for your family project?"



COURSE FIVE – LEADERSHIP IN ACTION

SESSION 3- PROJECT IMPLEMENTATION

HANDOUT

Naming your project

- Naming your project is important.
- Every project needs an imaginative and dynamic name.
- A name should inspire you and others when you speak it.
- The name you give should express the essence of what you are attempting to achieve.
- The title and subtitle you give serve as a reminder as to why you are doing the project in the first place.
- The name of your family project should also inspire and remind those you wish to involve of what that project is all about.

Some ideas for titles, using the examples given in previous handouts:

Personal project

Focus on: Health and fitness
Title: I matter
Subtitle: And so my health matters

Family project

Focus on: Support
Title: Many hands make light work
Subtitle: Family supports family

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 3- PROJECT IMPLEMENTATION

WORKSHEET

1. Naming your projects:

My personal project

Focus on: _____
Title: _____
Subtitle: _____

My family project

Focus on: _____
Title: _____
Subtitle: _____

2. Challenges I am facing in my personal project:

3. Steps I will take to overcome these challenges:

4. Possible challenges I might face in my family project:

5. Steps I could take to overcome them:

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 4– PROJECT SUPPORT

CHECK-IN

The facilitator sets the focus for the check-in:

“State your name. How is your personal project going? And how is your family project going? Explain.”

INTRODUCTION

Facilitator

🗣️ “Welcome to the final session in our course ‘Leadership in Action’. Today we will continue to look at implementation, and look at ways of building support for your projects.”

ACTIVITY 1 – Discussion in pairs

Focus: Obstacles and challenges

The facilitator divides participants into pairs. It is a good idea to keep on circulating participants, i.e. they keep getting a chance to work with different partners as they move through the course.

Facilitator

🗣️ “In the worksheet from the last session, you were given the task of responding to the following:

- Challenges I am facing in my personal project
- Steps I will take to overcome these challenges
- Possible challenges I might face in my family project
- Steps I could take to overcome them

Share your responses to these with your partner, and receive feedback from him. When you are done, we will swop over and repeat the process.”

Debrief of Activity 1

The facilitator calls the participants back to the whole group.

He goes around the circle and gets from each participant at least one challenge they are facing, and one idea they have to meet that challenge.

He opens up this sharing to feedback and discussion, focusing on identifying obstacles and finding ways of working through them.

Facilitator

- 🗣️ “Identifying obstacles and challenges and working on ways to meet them, is a powerful way of supporting yourself in the implementation of your projects. There will always be obstacles and challenges. How you face them is the key.”

Some debriefing questions to conclude this activity:

- How have you found this process?
- Has it assisted you, the process of identifying and sharing the potential or real challenges you face? If so, how?
- Has it been supportive getting feedback from others in looking at some possible ways forward? If so, in what way?

ACTIVITY 2 – Presentation and group discussion

Focus: Ongoing evaluation

Facilitator

- 🗣️ “This week our focus is on project support. Flowing out of our last discussion (obstacles and challenges), we will now share with you an analysis tool you can use when evaluating your work, and in determining a strategy for going forward. Ongoing evaluation is critical to the success of any project.

Why ongoing? Because as you move forward you will experience difficulties and you will need solutions. Continuous evaluation strengthens your implementation, because you can at every stage identify what is and what is not working. We all make plans, but it is only when the plan is tested in reality, that we discover its validity in any given situation.”

The S.W.O.T. analysis tool

- | | | |
|---|---|---|
| S | – | STRENGTHS – first identify the strengths (what is working) |
| W | – | WEAKNESSES – then identify possible weaknesses (what is not working) |
| O | – | OPPORTUNITIES – identify any opportunities that could be utilised |
| T | – | THREATS – identify possible threats and how they could be worked with |

Facilitator

- 🗣️ "The steps really speak for themselves. It is always good when evaluating to start with what is working, the 'strengths' of the project at that time. Then we move to those areas that are not working, the 'weaknesses'.

In order to transform the identified weaknesses into strengths, we search for what opportunities are available to us, given the specific situation at hand. Sometimes an opportunity is there, but it is simply not being utilized. And sometimes an opportunity can be created, where there was seemingly no opportunity.

Once opportunities have been identified, it is a good idea to clarify what possible 'threats' their might be to the specific opportunity at hand, or to the project as a whole. When potential 'threats' are identified, one can look at ways in which they can be avoided or transformed into opportunities.

An unidentified threat can undermine a project. The power lies with the threat, because it takes you by surprise, and you might react to the threat too late to avoid damage being done. By identifying potential threats in advance, the power lies with you, as you can strategize to avoid damage being done. In this way you are strengthening your project.

We will give you a copy of this tool in the handout for today, and you will be invited to apply it to your two projects. Do you have any questions regarding the 'SWOT' analysis tool and its application?"

Facilitator note: It is a good idea, while explaining 'SWOT', to ask for specific examples from the group regarding their own projects – just to check they are clear about each of the four steps.

You could ask: "Give an example of a strength as well as a weakness you can identify in your project. What opportunity can you see, that might be available to you with regards to your project? What possible threats to your project can you identify? Give some examples."

ACTIVITY 3 – Solo work

Focus: Support for yourself

Facilitator

- 🗣️ "It is a myth to think we can achieve success all on our own. Not utilizing the support of others who have experience, knowledge and skills that could assist us in strengthening our projects, would be stupid and short-sighted."

- ✎ "I am going to ask each one of you to identify at least one person who could support you in each of your projects, i.e. you will be identifying two people, one for your personal project and one for your family project.

Think of what qualities or skills these people have and how those relate to your project. If you can't identify someone, then identify the specific skill or support you require. You will all get a chance to share. We will assist you in identifying a support person if you are struggling with that."

Participants have solo time of approximately 15 to 20 minutes. They can call a facilitator over for support if needed.

Debrief of Activity 3

The facilitator leads a go-round and each participant shares two support people identified, and motivates why they have chosen these people. If they haven't identified someone, they communicate what kind of support they are seeking, and the group can assist in suggesting someone that fits the skill set required, or possible ways of identifying someone suitable.

Facilitator

- ✎ "For those of you who are attending our next course, 'Mentoring in Action', you will get an in-depth look at how we build a mentoring support relationship."

ACTIVITY 4 – Small group work

Focus: Community building

The facilitator divides participants into groups of three or four.

Facilitator

- ✎ "This is our final activity in 'Leadership in Action'. We focused at first on the personal – right there where it all begins, with you. You have facilitated that process, a personal support project. Then we moved to your family circle. Again you initiated that process, with some of you needing to involve family members in the running of that project.

Now we are going to take a look at your community, and consider ways in which you can play a role in strengthening that community. Ultimately, we are talking about taking on a community project which aims to make a difference.

This project is group facilitated; in that way it differs from what you have done before. To achieve success within a community environment, you will need a team approach. So for now you will be working in small groups."

The facilitator divides the participants into groups and outlines the task:

Step 1:

Identify a community (one that is important to you as a group).

Step 2:

Identify the key challenges or issues that affect this community.

Step 3:

Identify what you see as missing in that community (for example, if there is a lot of violence in your community, you might identify 'peace' or 'safety' as being missing).

Step 4:

Identify a possible response to the above (this response could be a 'springboard' into the designing of a specific community project).

The facilitator gives groups a chance to get to work. They can call a facilitator over if they need clarity or assistance.

Debrief of Activity 4

Each group gives a short presentation, sharing their four steps with the whole circle.

Facilitator

🗣️ "Can you see how each of these can be developed into a community project? As individuals, as family members, as groups of friends, we each exist within a wider social community. 'Taking a Lead', means being involved at each of these levels, the personal, the family, and the community. The health of each of these affects the other.

Using the design tools you have been introduced to on this course (SMART, 7-step action plan, SWOT), you can now progress to designing a community building project. We recommend you do this in your teams, and invite you to complete the action plan in your handout for today with your team."

Facilitator note: Those participants who are continuing with this training are already part of a community-based initiative. For example on a Hearts of Men mentoring programme, they will soon be assisting in the recruiting, training and mentoring of young men in their community. So for this above activity they could focus on designing their strategy for recruitment, etc. They could equally well also choose to work on another community-building initiative at the same time.

HANDOUT AND WORKSHEET

The facilitator distributes a handout and worksheet (three pages) to each participant.

CHECK-OUT

Facilitator

- 🗣️ "Anything you would like to say or share at the conclusion of this 'Leadership in Action' course?"



COURSE FIVE – LEADERSHIP IN ACTION

SESSION 4 – PROJECT SUPPORT

HANDOUT

Ongoing evaluation

- As you move forward, you will experience difficulties and you will need solutions.
- Continuous evaluation strengthens your implementation, because at every stage you can identify what is and what is not working.
- We all make plans, but it is only when the plan is tested in reality, that we discover its validity in any given situation.

The S.W.O.T. analysis tool

- | | | |
|---|---|---|
| S | - | STRENGTHS – first identify the strengths (what is working) |
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| O | - | OPPORTUNITIES – identify any opportunities that could be utilised |
| T | - | THREATS – identify possible threats and how they could be worked with |
-
- Start with what is working, the 'strengths' of the project.
 - Then move to those areas that are not working, the 'weaknesses'.
 - To transform the identified weaknesses into strengths, search for what 'opportunities' are available.
 - It is now a good idea to clarify what possible 'threats' there might be to the specific opportunity at hand.
 - Look at ways in which the threats can be avoided or transformed into opportunities.
 - An unidentified threat can undermine a project. The power lies with the threat, because it takes you by surprise.
 - By identifying potential threats in advance, the power lies with you, as you can strategize to avoid damage being done.

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 4- PROJECT SUPPORT

WORKSHEET – PERSONAL AND FAMILY PROJECTS

Individual evaluation

Personal project 'SWOT' analysis

Identified strengths: _____

Identified weaknesses: _____

Identified opportunities: _____

Identified threats: _____

Family project 'SWOT' analysis

Identified strengths: _____

Identified weaknesses: _____

Identified opportunities: _____

Identified threats: _____

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 4– PROJECT SUPPORT

COMMUNITY PROJECT WORKSHEET – PAGE ONE

To be completed together in your small working group.

Plan of action

1st step – Clarify your vision for your community project:

2nd step – Communicate the 'stand' that supports your vision:

3rd step – State your specific aims:

4th step – Specify a plan of action (day by day/week by week):

COURSE FIVE – LEADERSHIP IN ACTION

SESSION 4– PROJECT SUPPORT

COMMUNITY PROJECT WORKSHEET – PAGE TWO

5th step – Define your measurable outcomes (see that your plan of action includes details that are clearly measurable):

6th step – Check your sustainability measures (check that you are not being over-ambitious, and include support details):

7th step – Determine a clear timeline (include a commencement date, all implementation dates, as well as a concluding date):

8th step – And finally, create a title for your community project:

Title:

Subtitle:



COURSE SIX

Mentoring in action

COURSE SIX – MENTORING IN ACTION

WELCOME AND INTRODUCTION

Facilitator

🗣️ “We welcome you to the start of our final course, ‘Mentoring in Action’. Today we will explore what mentoring is.

All major world religions have developed and practised systems of mentorship: the guru, the pedagogue, discipleship and apprenticeship.

The concept of mentoring has existed at least since ancient Greek times. The derivation of the role of mentor comes from Homer’s epic, ‘The Odyssey’, where Odysseus entrusted a close friend, Mentor, with the education of his son Telemachus, while Odysseus was away at war against Troy.

The Greek word ‘mentos’ means intent, purpose, spirit and passion. In Sanskrit the word ‘man-tar’ means one who thinks. These words sum up how we would describe the role of a mentor in one of our programmes.

Other common dictionary descriptions of a mentor are ‘a trusted counsellor’, ‘a guide’, ‘tutor or coach’, ‘someone who imparts wisdom to and shares knowledge with a less experienced person’. We refer to the person receiving mentorship as a ‘mentee’.

Facilitator note: The above information is taken from our book ‘In the Hearts of Men’, Chapter 7: Mentoring at work. Please refer to this chapter for more detail regarding mentoring and our mentoring processes. In the book we also share some experiences/stories from mentoring relationships. Details of the book are given at the back of this manual.

Facilitator

🗣️ “The overall aim of this course is to give you as participant the opportunity to provide mentorship in a supportive environment, and to share with others your experience gained throughout this ‘The Manhood Experience’ training.

This mentorship relationship can be between an older man and a young man, between an older father and young father, between a young man and a boy, or between an experienced mentor and a new mentor.”

The objectives of this course are

- To support men in their mentorship of younger men.
- For men to gain an understanding of their mentorship role, and to conduct themselves with integrity.
- For men to be in a position to support younger men in dealing with challenges in their lives, and to gain an understanding of themselves as men.
- For men to build a sense of connection between generations, and a sense of community through their participation and commitment to making a difference.

'Mentoring in Action' comprises four sessions

- What is mentoring?
- The mentoring process
- The mentoring process continued
- Managing the mentorship process



COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

CHECK-IN

The facilitator gives the focus for the check-in:


“Give your name, and share something of your experience of being mentored in your life.”

Activity 1 – Paired sharing and group discussion

Focus: What is mentoring?

The facilitator divides the group into pairs and gives the focus questions for the paired sharing.

Facilitator

 “Basing your discussion on your own experience of being mentored:

- What do you see as the purpose of mentoring?
- Why would you say mentoring is important?
- How would you describe the specific role a mentor has?”

Debrief of Activity 1

The facilitator gives each pair an opportunity to give feedback to the circle.

The facilitator pulls together common strands and themes from the feedback conversation, focusing on the importance, purpose and role of a mentor.

Facilitator note:

The challenge of mentoring – Ideally mentoring should benefit both sides, with the mentee and the mentor gaining satisfaction and inspiration through the partnership. However, this is not always the case. Mentors should be prepared for resistance and lack of appreciation. The mentee might take time to accept the new relationship and to build trust, especially if they are not used to being supported and have been let down by adults in the past.

Empowerment – The mentor is not a helper or a rescuer. The mentee should always be guided to come up with their own solutions to the challenges they face.

Facilitator note: (continued)

The mentor provides support to the mentee. The essence of support is empowerment: making effective decisions, creating a vision for themselves, and doing careful planning. Empowerment rather than dependency lies at the heart of mentoring.

Effective mentorship is relationship-based, built on clear communication, and most importantly, it is ongoing. It involves learning, dialogue, questioning, and challenge.

The mentoring relationship can involve many different roles – that of a coach, teacher, guide, advisor, counsellor or father figure. But mentoring should not necessarily be confused with these roles. For example, a mentor might be seen as a father figure, but he is not a parent replacement, he is not the young man's father. A mentor might sometimes be doing a bit of counselling as part of the mentoring relationship, but he is not the young man's counsellor.

Mentorship provides a structure and shape for ongoing support. Mentors assist young men in the development of their own distinct identity, a sense of their uniqueness and individuality. Mentors can support young men in the natural process of separating from their parents, and in the development of meaningful relationships with their peers.

Activity 2 – Solo work and group sharing

Focus: Qualities we look for in a mentor

The facilitator gives the participants some solo time to draw up their own lists. Their focus is on 'Qualities I would look for in a mentor'. They are asked first to make a general list, and then to select what they consider to be the four most important qualities from that list.

Debrief of Activity 2

After giving enough time, the circle comes together. Each participant gets an opportunity to share their four most important qualities, and why they think these are important.

The facilitator notes them down, and groups them together under four key headings. He reflects these back to the group in their abbreviated form.

Facilitator note: Rather than producing a huge long list, it is always better to reduce what is being looked for to, say, four essentials. This is easier to remember and is ultimately more impactful. It is also useful for the facilitator to have four key headings to work with. You will find more often than not that the participants' contributions will easily fit under your headings.

Some examples of qualities we look for in our mentors

To be responsible

A man who is reliable, who does what he says he is going to do, who is punctual, who is always prepared, and who doesn't make excuses.

To be functional

A man who has reasonable stability in his home and personal life, and who is well on his way to overcoming challenges he has faced or is facing.

To be trustworthy

A man who does not have a reputation for criminality, violence or abuse. A man you can count on to uphold the values of the programme, and to be an example to others.

To be reflective

A man who can/has learnt from his mistakes, and who is aware of what he needs to work on to succeed in life. A man who is open to asking for support when needed, and to being supported.

Activity 3 – Presentation and group discussion

Focus: The four pillars of mentoring

Facilitator

🗣️ "We conclude today's session with a look at the 'Four pillars of mentoring'. We call them pillars because in a sense they hold up and support the mentoring relationship. They provide us with key points of focus, which are useful. Ultimately the role of a mentor is very simple, although through our discussions it can seem very complicated and challenging."

The four pillars of mentoring

1. To admire and take notice
2. To give praise and recognition
3. To challenge
4. To guide

Facilitator

🗣️ "So let's look at each pillar individually."

To admire and take notice

Facilitator

- 🗣️ "Why do we start with 'to admire and take notice'? Why is this so important as the first pillar of mentoring?"

(Get responses from the group and generate discussion.)

- 🗣️ "Young people want to be noticed, to be seen. That is what they desire in the first instance from their parents. To be watched, observed. Some young people never get this basic need met. So to notice someone is to acknowledge their presence; they are not just part of the furniture, they are important.

It is crucial that this noticing is non-judgemental. That is where admiring comes in. You admire them as a young person, you enjoy seeing them, watching them in their activity, them being in your presence.

The problem is that most of the time that young people are being noticed, it is negative – be it at home, at school, on the street, or in the community – it means they are in trouble for doing something they shouldn't be doing. Often these actions stem from the unmet desire just to be noticed.

Noticing and admiring is more often than not nonverbal. You are just watching and observing, maybe with a smile on your face, or with the occasional nod, or clapping hands."

To give praise and recognition

Facilitator

- 🗣️ "So let's move to the second pillar, 'to give praise and recognition'. This is verbal and more direct. This flows directly from our first pillar, noticing and admiring. How is this second pillar different from the first? Do you see any distinction between the two?"

(Get responses from the participants and generate discussion.)

- 🗣️ "Acknowledging someone with words, praising them for what they are doing, or have done, or have promised to do, is a way of recognising their good qualities, the gifts they bring, and the contribution they make. Giving praise and acknowledgement is the ultimate recognition.

So in the mentoring process, 'admiring, taking notice, praising and giving recognition' helps build the mentor/mentee relationship. It is the very foundation of this relationship."

To challenge

Facilitator

- 🗣️ "Let us now consider the third pillar. What do we mean by 'to challenge' someone? Why is providing a challenge important in the mentoring process?"

(Get responses and generate discussion.)

- 🗣️ "So after paying attention to the first two pillars, we now have a foundation from which to proceed to a more demanding task, and that is to provide a challenge to the mentee – to provide a stretch for them, to accomplish something that is not easy or comfortable for them. It could be a change in attitude or behaviour. It could be to undertake a difficult task.

The purpose of the challenge is always developmental – to acquire a new skill, increase confidence, gain experience, to improve their situation. The process of challenging someone needs to be built slowly, step by step. One can go further in terms of the challenge presented once trust is built and confidence has grown.

After the completion of a challenge, and before we set a new challenge for the mentee, we must see that we go back to the first two pillars before we move forward. Why is this important, going back?"

(Get some responses to this question.)

- 🗣️ "When someone has met the challenge set, it is vital to notice this achievement and then to acknowledge it. Only then are you ready to set a new challenge for them!"

To guide

Facilitator

- 🗣️ "How is guiding someone different from leading them? What do we mean by giving guidance?"

(Get responses.)

- 🗣️ "It is important to remember the essence of the mentoring relationship – support and empowerment. So guiding is just gently providing some direction forward, some pointers. It is definitely not doing the task for someone, or providing all the answers.

It could be through the sharing of our own experience, rather than in the giving of direct instruction, that the mentee gets some clues or ideas as to what they might do in a particular situation."

Debrief of Activity 3

Facilitator

- 🗣️ “Have you found discussing the ‘Four pillars of mentoring’ useful? Are they all clear to you? Do you see how they work together?”

The facilitator goes round the circle to get responses.

HANDOUT AND WORKSHEET

Distribute the handouts and worksheets – explain that there are two worksheets for this session, and that the handout runs over three pages.

CHECK-OUT

The facilitator sets the focus for the check-out:

“Think of the prospect of you becoming a mentor to a young person in a short while. As the check-out you each have three words to describe how you feel about this possibility.”



COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

HANDOUT – PAGE ONE

Qualities we look for in our mentors

To be responsible

A man who is reliable, who does what he says he is going to do, who is punctual, who is always prepared, and who doesn't make excuses.

To be functional

A man who has reasonable stability in his home and personal life, and who is well on his way to overcoming challenges he has faced or is facing.

To be trustworthy

A man who does not carry a reputation for criminality, violence and abuse. A man you can count on to uphold the values of the programme, and to be an example to others.

To be reflective

A man who can/has learnt from his mistakes, and who is aware of what he needs to work on to succeed in life. A man who asks for support when needed, and who is open to being supported.



COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

HANDOUT – PAGE TWO

The four pillars of mentoring

1. To admire and take notice
2. To give praise and recognition
3. To challenge
4. To guide

To admire and take notice

Young people want to be noticed, to be seen. That is what they desire in the first instance from their parents, to be watched, observed. Some young people never get this basic need met. So to notice someone is to acknowledge their presence; they are not just part of the furniture, they are important. It is crucial that this noticing is non-judgemental. That is where admiring comes in. You admire them as a young person; you enjoy seeing them, watching them in their activity, them being in your presence.

The problem is that most of the time that young people are noticed it is negative – be it at home, at school, on the street, or in the community. It means they are in trouble for doing something they shouldn't be doing. Often these actions stem from the unmet desire to be noticed. Noticing and admiring is more often than not nonverbal. You are just watching and observing, maybe with a smile on your face, with the occasional nod, or clapping hands.

To give praise and recognition

Acknowledging someone with words, praising them for what they are doing, or have done, or have promised to do, is a way of recognising their good qualities, the gifts they bring, and the contribution they make. Giving praise and acknowledgement is the ultimate recognition. So in the mentoring process, admiring, taking notice, praising and giving recognition help build the mentor/mentee relationship.

COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

HANDOUT – PAGE THREE

The four pillars of mentoring continued:

To challenge

After paying attention to the first two pillars, you now have a foundation from which to proceed to a more demanding task, and that is to provide a challenge to the mentee – to provide a stretch for them, to accomplish something that is not easy or comfortable for them. It could be a change in attitude or behaviour. It could be to undertake a difficult task.

The purpose of the challenge is always developmental – to acquire a new skill, increase confidence, gain experience, to improve their situation. The process of challenging someone needs to be built slowly, step by step. One can go further in terms of the challenge presented once trust is built and confidence has grown.

Before you set a new challenge for the mentee, you must see that you go back to the first two pillars before moving forward. Why is this so important, going back? When someone has met the challenge set, it is vital to notice this achievement and then to acknowledge it. Only then are you ready to set a new challenge for them!

To guide

How is guiding someone different from leading them? What do we mean by giving guidance? It is important to remember the essence of the mentoring relationship – support and empowerment. So guiding is just gently providing some direction forward, some pointers. It is definitely not doing a task for someone, or providing all the answers. It could be through the sharing of our own experience, rather than in the giving of direct instruction, that the mentee gets some clues or ideas as to what they might do in a particular situation.

COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

WORKSHEET – PAGE ONE

Finding a personal mentor

To be an effective mentor you need to have experienced being mentored yourself. It is not a bad idea for us as men, whatever our age, to have a mentor or mentors in our life.

1. Make a list of possible mentor/s for yourself. Put them in order of preference, and start to make contact with them.

2. Write down your list of needs that you would like a mentor to support you with.

3. Note down any responses you get, and/or agreements you have made with them.

4. Write down a list of questions you would like your mentor to ask you every time you meet.

COURSE SIX – MENTORING IN ACTION

SESSION 1- WHAT IS MENTORING?

WORKSHEET – PAGE TWO

Personal evaluation

Qualities we look for in a mentor

Using the detailed notes in the handout, evaluate yourself according to the four qualities and the four pillars:

	MY STRENGTHS	MY WEAKNESSES
Being responsible		
Being functional		
Being trustworthy		
Being reflective		
Admiring/taking notice		
Giving praise/recognition		
Challenging		
Guiding		

COURSE SIX – MENTORING IN ACTION

SESSION 2- THE MENTORING PROCESS

WELCOME AND INTRODUCTION

Facilitator

- 🗣️ “Welcome back to session two of ‘Mentoring in Action’. Today we will continue our focus on you receiving mentoring in order to gain experience of the process, and on you preparing to provide mentoring to others. Remember, there is no better way of learning about mentoring than to experience it for yourself.”

CHECK-IN

The facilitator introduces the focus of the check-in, which is the previous session’s ‘Finding a personal mentor’ worksheet.

“What is your name and did you manage to secure a mentor from your list who is willing to support you? Give us an update on your progress – any agreements you have made with a mentor, and the questions you would like your mentor to focus on/the specific mentoring needs you have.”

ACTIVITY 1 – Solo work and group discussion

Focus: You and your mentor – an agreement

Facilitator

- 🗣️ “In order to get the most out of a mentoring relationship, you need to be clear about your needs. The more specific your needs are, the better the focus of the mentoring can be. A clear example of this would be seeking a mentor who will coach and support you through a project.

Once their purpose is clear, you need to create a mentoring agreement with them. When you combine a clear focus with a clear working agreement, then you have the prospect of getting a lot from the relationship. Without clarity of purpose and an agreement in place, the interaction between mentor and mentee can be confused and unrewarding for both parties.

Your first task now is to focus on what you want the mentoring relationship to focus on. I would recommend one of your three projects (personal, family or community), because you have done the groundwork on those.”

- 🗣️ “If you are choosing something else, you will need to do all the prep work, so you can be in a position to brief your prospective mentor.

The second task to focus on is to list the things you need to put into an agreement with your mentor, so that both of you are clear about how you will work together. Are there any questions? Are the two tasks clear? I will now give you some solo time to complete these two tasks. Then you will share back in the circle.”

Debrief of Activity 1

The facilitator goes around the circle getting clarity from participants regarding their mentoring focus. If it is to support one of their projects, they must declare which one, and how the mentor they have selected fits the skills set or experience required for that specific project.

The facilitator then generates a group discussion on the second task – the mentoring agreement. Get the group to call out all the things they think should appear in an agreement between mentor and mentee. If certain points are missing, suggest by asking for example: What about contact details? Is that important to have in the agreement?

Here is an example of what could be included in a mentoring agreement

- ➊ Mentor name and mentee name.
- ➋ Commencement of mentoring relationship – a specific date.
- ➌ Mentorship meetings – regular date, venue and time recommended. Can also build in some flexibility, but must specify at least the minimum contact commitment required.
- ➍ Conclusion of mentoring – either a date or, if open-ended, at the achievement of something specific (could be at the end of a specified project).
- ➎ Communication protocols – list contact details, how contact will be made and who contacts whom.
- ➏ Mentoring focus – the specific support that is required.
- ➐ Details provided – could be a project action plan which states the project name, the stand being taken, the vision, aims, action steps, etc.
- ➑ Statement of intent – what each party commits to.
- ➒ Two signatures – both mentee and mentor sign the agreement, and keep one copy each.

ACTIVITY 2 – Paired work and group sharing

Focus: Your qualities as a mentor – strengths and weaknesses

Facilitator

- ☛ “Refer back to the second worksheet from last session: Qualities we look for in a mentor – your personal evaluation of your strengths and weaknesses. Each of you will now have an opportunity to share with a partner your personal evaluation. After sharing your strengths, suggest ways in which you think you could transform your weaknesses into becoming your strengths.”

The facilitator divides the group into pairs and the sharing begins. After an appropriate time, he calls the swop-over.

Debrief of Activity 2

Once all participants have shared in their pairs, the facilitator calls the group together. He gets each participant to share at least one strength and one weakness, and an idea of how the weakness could eventually be turned into a strength.

An example could be:

“My weakness is that when I listen to someone and can see the solution to their problem, I immediately cut in and let them know what I think and what they should do. I am aware of this weakness. I must be vigilant on this. I must hold back, listen and rather ask questions regarding what they think they should do. I must remember I am a guide, and not a rescuer.”

ACTIVITY 3 – Presentation and group discussion

Focus: Approaches to mentoring

Facilitator

- ☛ “There are several different examples of mentoring models, structures and styles that can be used, and no one is more important or better than the other. I will take you through a few of these. We can look at the possible strengths and weaknesses of each of them, and then we will open up a discussion on what you think would be the best approach to use in your particular setting or circumstance.”

Some different approaches to mentoring

Community-based mentoring – located within a specific demographic location

Strength – this targets a specific community/neighbourhood. It is easier to support mentees because of proximity and availability. It is also easier to see the impact of the mentoring, given the clearly defined target community and with the common challenges they face.

Weakness – it is only accessible to those who live/work within the targeted community. Participants only mix with peers from their own community, and don't get the experience of mixing with others from different backgrounds and perspectives.

Formal mentoring – occurs within a specific support structure

Strength – it has great clarity, given very clear objectives and agreements that are in place. This can lead to more effective mentoring relationships and thus better results. All parties are monitored and are accountable.

Weakness – it could sometimes be considered to lack flexibility, although this doesn't have to be the case. Given the formality of the process, the relationship between mentee and mentor could be affected; it could lack warmth. It is important when working within a mentoring structure to keep working on the relationship.

Longer-term mentoring – seeing through multiple tasks and possible life changes

Strength – a relationship, trust and understanding is achieved over time. Some changes take time to be effected, and it is a bonus for the mentoring process to run alongside a gradual change process. Obstacles and challenges emerge at unexpected times and it is good to have an established mentoring process already in place.

Weakness – sometimes mentoring is only needed for a specific short-term project or process, for example, assisting someone with an application process and interview. This might just be for a month.

Commitment-based mentoring – similar to formal mentoring

Strength – The mentee is committed to achieving/accomplishing something very specific. The mentor commits himself to supporting the mentee in meeting that commitment. This can be a very effective and dynamic approach.

Weakness – if the mentee waivers or gives up on their stated commitment, the relationship is effectively over, as the mentor only commits to supporting the mentee in their specified commitment, nothing more.

Goal-orientated mentoring – this style focuses on very specific goals, for example getting fit

Strength – It can assist in building confidence, increasing a sense of hope and generating success. This approach aligns more with a ‘coaching’ style.

Weakness – can be too focused on the goal, and might neglect the psychological, emotional and social dimensions of the task at hand.

Group-based mentoring – mentoring occurs within a group environment

Strength – rather than being exposed to just one-on-one mentoring, the mentees can easily interact with a group of mentors and receive a variety of perspectives. They can also receive ongoing support from other mentees in the circle.

In a community in which there is a prevalence of abuse, violence and challenging circumstances, this approach offers security and protection for all parties, by meeting together in a communal space, and not in isolation, or being invited into people’s homes. With this approach, there are always mentors available to a mentee; even if his designated mentor is ill or unavailable, the support process is in no way compromised.

Weakness – mentees could miss the attention and focus of having a designated mentor. This can easily be avoided by pursuing group-based mentoring and at the same time having a designated mentor within the circle for each mentee. They can then sit in pairs at each session. In this way you have the benefits of both approaches.

Continual mentoring – mentees become mentors themselves

Strength – there is a continual passing on of the experience of being mentored to others. For example, a teenager receives mentoring from an older man. He then starts to mentor a boy in his community, using the skills and knowledge he has acquired in the mentoring process. Another example could be an employee being mentored by someone who is more experienced at work. After experiencing being mentored, the employee now goes on to mentor a newcomer in the workplace.

Weakness – some training and support is necessary. Without this, you could be putting a young mentor and mentee at risk. It is also important to get the timing right, i.e. when the mentee is ready to become a mentor himself.

The facilitator now generates a group discussion around what participants think is the most appropriate style/approach in their circumstances. The different styles are not necessarily mutually exclusive. Indeed, combining two approaches sometimes produces a more effective result.

Facilitator note: We recommend that you adapt the detail of this activity, depending on the make-up and interest levels of your group. It is not always necessary to go into so much detail as we have here. If you do edit the content used in this session, then you would need also to adapt the handout and worksheet contents as well, so they remain consistent.

HANDOUT AND WORKSHEET

The facilitator distributes handouts and worksheets – there are two worksheets (over three pages) for this session, plus a three-page handout.

CHECK-OUT

The facilitator gives the focus for the check-out:

“Any comment you would like to make regarding today’s session – something you are thinking about, something you have observed?”



COURSE SIX – MENTORING IN ACTION

SESSION 2– THE MENTORING PROCESS

HANDOUT – PAGE ONE

Different approaches to mentoring

There are several different examples of mentoring models, structures and styles that can be used. No one style is more important or better than the other.

Community-based mentoring – located within a specific demographic location

Strength – this targets a specific community/neighbourhood. It is easier to support mentees because of proximity and availability. It is also easier to see the impact of the mentoring, given the clearly defined target community and with the common challenges they face.

Weakness – it is only accessible to those who live/work within the targeted community. Participants only mix with peers from their own community, and don't get the experience of mixing with others from different backgrounds and perspectives.

Formal mentoring – occurs within a specific support structure

Strength – it has great clarity, given very clear objectives and agreements that are in place. This can lead to more effective mentoring relationships and thus better results. All parties are monitored and are accountable.

Weakness – it could sometimes be considered to lack flexibility, although this doesn't have to be the case. Given the formality of this process, the relationship between mentee and mentor, could be affected for example, it could lack warmth. It is important when working within a mentoring structure to keep working on the relationship.

COURSE SIX – MENTORING IN ACTION

SESSION 2– THE MENTORING PROCESS

HANDOUT – PAGE TWO

Different approaches to mentoring continued

Longer-term mentoring – seeing through multiple tasks and possible life changes

Strength – a relationship, trust and understanding is achieved over time. Some changes take time to be effected and it is a bonus for the mentoring process to run alongside a gradual change process. Obstacles and challenges emerge at unexpected times and it is good to have an established mentoring process in place.

Weakness – sometimes mentoring is only needed for a specific short-term project or process, for example, assisting someone with an application process for an interview, for just a month.

Commitment-based mentoring – similar to formal mentoring

Strength – the mentee is committed to achieving/accomplishing something very specific. The mentor commits himself to supporting the mentee in meeting that commitment. This can be a very effective and dynamic approach.

Weakness – if the mentee waivers or gives up on their stated commitment, the relationship is effectively over, as the mentor only commits to supporting the mentee in their specified commitment, nothing more.

Goal-orientated mentoring – this style focuses on very specific goals, for example, getting fit, or learning how to cook

Strength – it can assist in building confidence, increasing a sense of hope and generating success. This style would often be referred to as 'coaching'.

Weakness – it can be too focused on the goal. You should be careful not to neglect the psychological, emotional and social dimensions of the task at hand.

COURSE SIX – MENTORING IN ACTION

SESSION 2- THE MENTORING PROCESS

HANDOUT – PAGE THREE

Different approaches to mentoring continued

Group-based mentoring – mentoring occurs within a group environment

Strength – rather than being exposed to just one-on-one mentoring, the mentees can easily interact with a group of mentors and receive a variety of perspectives. They can also receive ongoing support from other mentees in the circle.

In a community in which there is a prevalence of abuse, violence and challenging circumstances, this approach offers security and protection for all parties, by meeting together in a communal space, and not in isolation, or being invited into people's homes. With this approach there are always mentors available to a mentee; even if his designated mentor is ill or unavailable, the support process is in no way compromised.

Weakness – mentees could miss the attention and focus of having a designated mentor. This can easily be avoided by pursuing group-based mentoring and at the same time having a designated mentor within the circle for each mentee. They can sit in pairs at each session. In this way you can have the benefits of both approaches.

Continual mentoring – mentees become mentors themselves

Strength – there is a continual passing on of the experience of being mentored to others. For example, a teenager receives mentoring from an older man. He then starts to mentor a boy in his community, using the skills and knowledge he has acquired in the mentoring process. Alternatively, a staff member is mentored by someone more experienced at work. After experiencing being mentored, he now goes on to mentor a newcomer in the workplace.

Weakness – some training and support is necessary. Without this, you could be putting a young mentor and mentee at risk. It is important to get the timing right, i.e. when the mentee is ready to become a mentor.

COURSE SIX – MENTORING IN ACTION

SESSION 2- THE MENTORING PROCESS

WORKSHEET 1 – PAGE ONE

You and your mentor must complete this Mentoring Agreement.

MENTORING AGREEMENT (Page one)

Mentor name: _____ Mentee name: _____

Commencement of mentoring: Date: _____

Mentorship meetings: Time: _____

Regular date: _____

Venue: _____

Time: _____

Minimum contact agreed:

Conclusion of mentoring: Specific date: _____

or at the completion of: _____

Contact details: Mentor: _____

Mentee: _____

Communication protocols:

How contact will be made: _____

Who contacts whom _____ and when _____

Mentoring focus – the specific support required is: _____

COURSE SIX – MENTORING IN ACTION

SESSION 2– THE MENTORING PROCESS

WORKSHEET 1 – PAGE TWO

MENTORING AGREEMENT (Page two)

Are all mentee project details provided? Yes _____ No _____

The project title, the stand being taken, the vision, aims, action steps, timeline, etc., are all to be attached to this agreement.

Statement of intent

As mentor I commit to: _____

As mentee I commit to: _____

Signatures

Mentee: _____

Mentor: _____

Date: _____

NB: KEEP ONE SIGNED COPY EACH

COURSE SIX – MENTORING IN ACTION

SESSION 2- THE MENTORING PROCESS

WORKSHEET 2

Your mentoring plan

Using the handout describing various mentoring styles/approaches, comment on which one/s you would select. Which one/s suit your community best and why? Which one/s suit your particular project best and why?

1. Mentoring style/s I have selected for my community:

2. Reasons for my selection:

3. Mentoring style/s I have selected for my project:

4. Reasons for my selection:

COURSE SIX – MENTORING IN ACTION

SESSION 3 – THE MENTORING PROCESS CONTINUED

WELCOME AND INTRODUCTION

Facilitator

- “Welcome back to this third session of ‘Mentoring in Action’. Today we will continue with our focus on the mentoring process itself. Our fourth and final session will focus more on the logistics involved in a mentoring support programme and in the management of such a process.”

CHECK-IN

The facilitator sets the focus for the check-in:

“Give your name, and some feedback from the last session worksheet, focusing on which styles of mentoring you think are best for your community and project. Also, as part of your check-in, give us an update on what you have experienced in receiving mentoring.”

ACTIVITY 1 – Solo work

Focus: Projects review

Facilitator

- “Each one of you designed a personal project as well as a family project. You then, together with a small group, designed a community project. Some of these have been completed, but many are still ongoing. It is important not to let any of these planned projects slip by.

It is through the completion of your projects that you will get the confidence, knowledge, experience and sense of achievement to be able to support others in realising their projects. Many of you will, after this training, be entering into a mentoring agreement with someone younger than you. Everything we do today is in preparation for you working as a mentor with a mentee.

We begin today with a personal review. You will each have some solo time to reflect on how you have done/are doing in the three project areas. In your reflection highlight your successes in each project, as well as some obstacles or challenges you are facing. Write these down. Once you have completed this, you will each be working with a mentoring partner.”

The facilitator gets participants to spread out across the working space and gives at least 15 minutes for this activity.

Facilitator note: In this session the activities flow directly from one to the other, so debriefing is not necessary at the end of Activities 1 and 2.

ACTIVITY 2 – Paired work

Focus: Mentoring practice

Once the project reviews are complete, the facilitator divides the group into pairs for sharing about the mentoring process.

Facilitator

🗣️ "In your pair, decide who will share first. Your partner will listen to your reflection notes from your three projects. You will share your successes and challenges/obstacles. Once you are done, your partner will take the role of 'your mentor' and will guide you further in the reflection process, exploring options to overcome the obstacles you are facing.

I will give each of you five minutes to share, and then 'your mentor' 10 minutes to lead you in the mentoring process.

When you are 'mentoring' your partner, remember to use 'the four pillars': admire/take notice, give praise/recognition, challenge and guide."

After 15 minutes the facilitator gets the pairs to swap roles.

After another 15 minutes, the facilitator gives each pair a further five minutes to give feedback to each other regarding how they felt the mentoring process went.

Once this is complete, the facilitator gets the group back into the circle.

ACTIVITY 3 – Group work

Focus: Mentoring skills

The facilitator leads a go-round, with each participant responding to the questions below. It is best to handle just one question per go-round.

- When you were on the receiving end of the mentoring in the paired sharing, what approaches, methods or techniques that your partner used, worked for you?

- What did you find useful? What wasn't useful/didn't work?
- When you were doing the mentoring, what approaches, methods or techniques did you use, that you feel worked for you?
- What wasn't useful/didn't work?

The facilitator summarises the learning and common themes from the go-round, extracting from and possibly adding to what participants shared – what was useful, what wasn't useful.

Facilitator note: It is good to get specific feedback on the four pillars of mentoring, on how participants used it – to check they have a practical understanding of each pillar.

Some useful questions to ask:

- When mentoring, did you take notice of your partner's achievements?
- Did you give praise with regards to his successes, before moving on to what didn't work/isn't working?
- Did you provide a specific challenge for him?
- Did you guide him as to how he could overcome an obstacle?

Some useful pointers/guidelines for the participants are:

Being specific – what is very important when using the pillars is to be specific. It is not that useful to just say 'Well done'. It is much better to describe what he has been doing well. The same goes for what is not going well. Don't just leave it at, 'it's a shame things aren't working out'. Rather specify exactly what is not working out, because from that detail might emerge a solution.

Support role – in getting to the challenge, it is better to get the mentee to articulate, if they can, what challenge they are facing, and what possible solutions they could follow. It is their project, not yours. They must make it work. Remember, as a mentor you are in a support role.

Using questions – asking 'What do you think you could do differently next time?', or 'What options do you think you have?' is a far better approach than providing answers yourself or giving instructions. The mentee works out a possible solution. As mentor, you are merely guiding them to find a solution.

Asking exploratory questions is the key to the mentoring process. Questions that require some thought and response are more useful. Try and avoid questions that merely require a 'yes' or 'no' answer.

Suggestions – it can assist sometimes to add a suggestion or two to get things going, though you must be careful of taking over. Questions that open up a discussion between mentor and mentee are useful. Suggestions are put forward just as a possibility for action.

Some examples of questions could be:

- 'What do you think about speaking to your father?'
- 'What do think about putting your thoughts into a letter – how would that be for you?'
- 'How could you improve things at home? What steps might you take?'

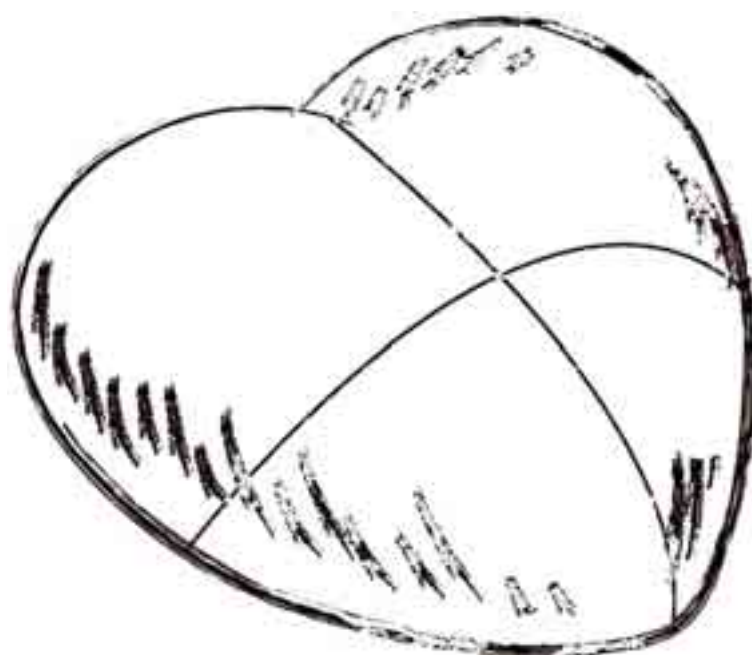
HANDOUT AND WORKSHEET

The facilitator distributes the handouts and worksheets.

CHECK-OUT

The facilitator gives the focus for the check-out:

"What have you learnt or discovered about mentoring from your practice today, and from our discussion?"



COURSE SIX – MENTORING IN ACTION

SESSION 3- THE MENTORING PROCESS CONTINUED

HANDOUT – MENTORING TIPS

The four pillars

When reviewing your mentorship, it is good to focus on the pillars of mentoring – on how you used them. Some useful questions to ask are:

- ‘When mentoring, did I take notice of the mentees achievements?’
- ‘Did I give praise with regards to their successes, before moving on to what didn’t work/isn’t working?’
- ‘Did I provide them with a specific challenge?’
- ‘Did I guide them as to how they could overcome an obstacle?’

Be specific – it is important when using the pillars to be specific. It is not that useful just to say ‘Well done’. It is much better to describe what they have been doing well. The same goes for what is not going well. Don’t just leave it at, ‘It is a shame things aren’t working out’. Rather specify exactly what is not working out, because from that detail might emerge a solution.

Remember your support role – in getting to the challenge, it is better to get the mentee to articulate, if they can, what challenge/s they are facing, and what possible solutions they could follow. It is their project, not yours. They must make it work. Remember, as mentor you are in a support role.

Use questions – asking ‘What do you think you could do differently next time?’ or ‘What options do you think you have?’ is a far better approach than providing answers or giving instructions. The mentee works out a possible solution. As mentor, you are merely guiding them to find a solution. Asking exploratory questions is the key to the mentoring process. Questions that require some thought and response are more useful. Try and avoid questions that merely require a ‘yes’ or ‘no’ answer.

Suggestions – it can assist sometimes to add a suggestion or two to get things going, though you must always be careful not to take over. Questions that open up a discussion between mentor and mentee are useful. Suggestions are put forward just as a possibility for action. Examples could be: ‘What do you think about speaking to your father?’ or ‘What do think about putting your thoughts into a letter?’ or ‘How could you improve things at home? What steps might you take?’

COURSE SIX – MENTORING IN ACTION

SESSION 3- THE MENTORING PROCESS CONTINUED

WORKSHEET

Complete your project review:

1. Personal project

Successes:

Challenges:

Possibilities that emerged from mentoring:

2. Family project

Successes:

Challenges:

Possibilities that emerged from mentoring:

3. Community project

Successes:

Challenges:

Possibilities that emerged from mentoring:

COURSE SIX – MENTORING IN ACTION

SESSION 4 – MANAGING THE MENTORSHIP PROCESS

WELCOME AND INTRODUCTION

Facilitator

- 🗣️ “Welcome to the final session of this course. Today we will be focusing on ‘Managing the mentorship process’. The management of the mentorship process, especially within a community context, is as important as the mentoring itself. Having a good structure that holds both mentor and mentee accountable is crucial. Building a supportive framework for the mentoring process is vital for ongoing success. Today we will be looking at some of these aspects.”

CHECK-IN

The facilitator gives the focus for the check-in:

- 🗣️ “Give your name, and share how you are feeling about coming to the end of this training.”

ACTIVITY 1 – Group work

Focus: Dealing with breakdowns

Facilitator

- 🗣️ “You can guarantee that there will be breakdowns along the way in the mentoring process. How you handle these individually and as a team is important. You are going to get a chance to practise and to explore some responses to ‘breakdown’ situations. We will have three rounds. In each round I will give you a context and a specific scenario. I will then ask for a volunteer to show us how the situation could be handled. We will then open up for feedback and discussion.”

First practice round

The context – you are part of a community-based mentoring programme in which mentors and mentees have a clear commitment to attend joint weekly group sessions.

The scenario – you have a group of mentors who have not been regularly attending sessions as per the agreement. You have called a meeting with them.

The facilitator gets a volunteer who will role-play ways in which the above scenario could be handled. The volunteer is in the role of leading the conversation with the group of mentors.

The intention here is to address the situation and come to a workable solution to get the mentoring programme back on track. The rest of the group can be in the role of the mentors who have not been attending.

Facilitator notes: If the 'discussion leader' gets stuck, the facilitator can freeze the action, get some suggestions from the whole group, and give the 'discussion leader' another go.

Alternatively, the facilitator can ask for another volunteer to try a different approach within the same scenario. It is a good idea to explain the 'freeze' scenario before the first role-play begins. Once this scenario has been well explored, the facilitator ends the role-play. He welcomes the 'discussion leader/s' back into the group as a normal participant/s and thanks them for being prepared to have a go. The group then discusses what worked well in the 'discussion leader/s' approach, and also what didn't work well. It is a good idea first to ask the 'discussion leader' to reflect on how they thought they did.

This feedback is for the learning of the whole group, and is not a personal critique of the 'discussion leader/s' approach. Once the feedback for the first practice round is complete, you can proceed to the second practice round and repeat the above process, i.e. the role-play and feedback. The same goes for the third practice round below.

Second practice round

The context – again a community-based mentoring programme in which mentors have signed a clear agreement only to meet with their mentee in the company of other mentors and mentees, i.e. in public, not in isolation.

The scenario – you have a mentor that doesn't come to the joint sessions, but is having individual meetings alone with his mentee.

Third practice round

The context – a community-based mentoring programme in which mentees have signed an agreement to attend a session at least once a week. As part of the agreement there are clear protocols in place to communicate non-attendance.

The scenario – a mentee is not attending sessions. The mentor co-ordinator has organised a meeting with the mentee and his designated mentor to review the situation.

Debrief of Activity 1

The facilitator leads a discussion, drawing together key learning points from the exercise.

Some pointers when discussing what works in facilitating difficult/challenging situations:

- first acknowledge and thank people for attending the meeting or discussion
- focus on presenting a positive and friendly tone in your guiding of the discussion
- always listen first to what mentors or mentees have to say
- when people feel they have been listened to, it opens up a channel of communication, and it is more likely that they will then bring more openness to their listening
- emphasise that breakdowns can be used as a learning experience to strengthen our work in the programme
- remind everyone of the commitments and agreements they have made
- identify what is stopping or blocking individuals from keeping to their commitments
- work towards resolving those obstacles
- come up with solutions
- create a fresh agreement if necessary, or recommit to what is already there
- thank everyone for their contributions and for their commitment to the programme

ACTIVITY 2 – Paired work and group discussion

Focus: Putting team protocols in place

The facilitator first leads a discussion to make clear what is meant by 'protocols', and then divides the group into pairs.

Facilitator

- 🗣️ "Taking into account what we have learnt from all the role-plays, make a list, together with your partner, of some behaviour and communication protocols you think should be put in place in the context of a community mentoring programme. I will give you 15 minutes to discuss, and then you will bring your list back to share with the group."

At the end of the 15 minutes the facilitator calls the group together, and gives each pair an opportunity to give feedback.

Debrief of Activity 2

The facilitator draws common themes and issues relating to team protocols out of the feedback received. He can add relevant comments and also cover some areas not yet discussed. It will be good to check that the discussion covers protocols for mentor/mentee interaction, mentors and mentees themselves, and for mentor/mentee team leaders.

Some examples could be:

Mentoring support process – checklist

1. Assign each participant a mentor.
2. Assign each mentor and mentee a small support group.
3. Appoint a mentor team leader, as well as a mentee team leader for each small support group.
4. Mentors and mentees commit to working together at least once a week in a large group or small group setting, i.e. never meeting alone.
5. Maintain a regular time, day and venue for mentoring sessions.
6. The mentee is responsible for contacting his mentor and his mentee team leader prior to the scheduled session if he is unable to attend, or if he is in need of any special support.
7. The mentor is responsible for contacting his mentee as well as his mentor team leader prior to the scheduled session if he is unable to attend, or if he is in need of any special support.
8. The mentor and mentee will together create clear aims and develop a weekly action plan.
9. Any changes to this must be by mutual consent.
10. A support mentor will be designated should a regular mentor be unavailable.
11. A support strategy should be worked out by a small team, comprising of mentors and mentees, to support a mentee who is not attending sessions.

Mentor – checklist

1. Commit yourself to the mentoring – read carefully and discuss fully all agreements you make.
2. Commit yourself to your own growth and development.
3. Be clear of your mentee's stand, vision and action plan.
4. All mentee commitments must be clear and measurable.
5. Call your mentee to action – providing them with challenges and support.
6. Be available and prepared to support other mentors and mentees when necessary.
7. Observe confidentiality when agreed, and show mutual respect for all participants.
8. And remember to acknowledge all your mentee's achievements!

Mentee – checklist

1. Commit yourself to the mentoring process – read carefully and discuss fully all agreements you make.
2. Commit yourself to your own growth and development – to being challenged and supported.
3. Be clear of your stand, vision and action plan.
4. See that your commitments are clear and measurable.
5. Hold your mentor accountable and challenge him if necessary.
6. Be available and prepared to support other mentors and mentees when necessary.
7. Observe confidentiality when agreed, and show mutual respect for all participants.
8. And remember to give appreciation for all your mentor's support!


Team leaders – checklist

1. Set up clear communication structures and protocols for all team members.
2. Keep all participants (both mentors and mentees) to their commitments by checking up on progress at least once a month.
3. Facilitate regular debrief sessions for the mentor team, looking at the programme's strengths and weaknesses, and individual challenges being faced.
4. See that there is a specific support plan in place where necessary.
5. Facilitate regular feedback sessions with mentees, looking at their experience of the programme and identifying any special needs.
6. In terms of the behaviour required or recommended, have a clear 'do's and don'ts' list distributed and discussed with all participants.
7. And remember to acknowledge everyone for their contributions!

ACTIVITY 3 – Group discussion and presentation

Focus: Paperwork and information required

Facilitator

-  "In order to protect the integrity of the mentoring programme, as well as from a safety perspective, we need to gather certain information."

“In any community-based programme it is important to remember that everyone that takes part is accountable for the good reputation of the work. It can take just one inappropriate action from one mentor to undermine the reputation of all the work. One person, one reckless action, can destroy all the committed work that has been done in the eyes of the community.

Good training, sound selection processes, appropriate support structures, and all the necessary safety procedures, are paramount to the successful operation of a programme.”

The facilitator asks the group to brainstorm all information that they consider important or relevant to a programme. It is good for participants to motivate why particular information would be required.

Using the checklist below, the facilitator can add and explain some items that have not already been mentioned.

Examples of relevant information required (this applies to both mentors and mentees)

- Age
- Family setup (for example, married, single, children)
- Nationality
- Family history (for example, divorce, trauma, migration, loss)
- Experience (for example, parenting or community work)
- Work-related skills (for example, financial or construction)
- Other relevant skills (for example – first aid, sports or music)
- Languages spoken
- Educational history (schooling and post school)
- Religion
- Health risks/medical history
- Medical aid/insurance cover (important information for residential camp)
- Psychological (for example, having received or receiving therapy/counselling)
- Addiction challenges/history
- Other personal challenges (for example, domestic violence, anger)
- Medication required and allergies
- Dietary requirements (important information for residential camp)
- Criminal record/prison experience (important info for any police clearance required)
- Any other specific challenges faced, or facing, that could affect participation

- Any other information thought relevant (this might be community specific)

Facilitator note: Examples of some Hearts of Men information forms/programme documents are in the appendices at the back of this manual:

- Welcoming letter
- Programme application (including medical history)
- Medical authorisation
- Photo/media release
- Indemnity
- Equipment list for 'Wild at Heart'
- Mentor programme agreement

Concerning the outdoor residential course, 'The Wild at Heart Adventure', please refer to specific documents required, detailed earlier in this manual. As an organisation, Hearts of Men would also take out personal and public liability insurance cover.

NB: It is good to include in your conversation the sensitivity of, or difficulty in gathering, some of this information. Also stress the importance of confidentiality with regards to handling sensitive information.

Debrief of Activity 3

Facilitator

- 🗣️ "Have you any further comments, questions or concerns relating to our conversation around the personal information that is required?"

ACTIVITY 4 – Whole group

Focus: Mentoring across the generations

Facilitator

- 🗣️ "And now we come to our final activity. There are many stories in our communities of mentoring across generations, from teachers to sports coaches, to church and community leaders. We can learn from these stories and apply them to our own mentoring."

🗣️ “Today we will share a few of these stories with you. Reading books on mentoring can also give us great ideas on how to assist our mentees.”

The facilitator reads out some stories, and/or gets participants to read out the stories.

Facilitator note: In the publication ‘In the Hearts of Men’ there are several stories that could be used. They focus on mentoring, and working with men and young men. Please refer to the following pages in the book for a selection of possible stories – how many stories you use will depend on the time you have available.

Page	Story
48/49	Free Dove
63	A West African story
72	Good role models
74	Ten cents
79	The fatherless epidemic
82	Men in the circle
91	Reflections on a journey into myself
92	Making it happen
98	A man and his broom
102	A very unlikely pairing
116/117	Mentoring across the generations
118	Sticking to one’s commitment against all odds
134	Show me a good man and I’ll marry him!
163	It’s safer inside
241	Success breeds success

Debrief of Activity 4

Facilitator

🗣️ “Anything you would like to say after hearing these stories?”

The facilitator gives time for contributions, and then closes the activity:

- 🗣️ “As a mentor never give up on your mentee. Give them the self-belief that they can truly make a difference. Remember, you are not expected to do it for them. You are there to assist, guide and support them in their own life journey.”

Concluding comments for ‘Mentoring in Action’

Facilitator

- 🗣️ “So, gentlemen, we are at the end of this course. The next step in our process for those of you who are applying to become mentors is to complete all the relevant documents. You will then each have a one-on-one conversation with a team leader, who will review all your documents together with you and discuss any outstanding concerns or queries.

Once this process is complete, you will be asked to complete a mentor agreement, and prepare a personal statement, with the support of a team leader, for the mentor graduation ceremony. At this ceremony those participants who have satisfied all selection criteria will be formally introduced to the community as mentors for the year ahead. This will be in the presence of invited civic, community and school representatives, as well as your families.”

Facilitator note: Obviously these above concluding comments will be adapted by you to fit your specific context and the protocols you have in place. For your information, below please find an example of a mentoring training/preparation process.

The path to mentoring

Application

Each person completes an application form. This includes all normal personal details, plus medical history, education, work and life experience, hobbies and specific skills, criminal record and any possible challenges with addiction/violence, etc.

‘The Manhood Experience’ training

Each prospective mentor first needs to go through the designated training. Then a selection process takes place.

Mentor-specific training

For those chosen and who choose to continue, the final piece of training is mentor-specific. A list of do’s and don’ts is shared.

Mentorship agreement and graduation

There is a signing of a mentor agreement which includes all responsibilities and programme details. On completion of the mentor training, a mentor graduation ceremony takes place.

Mentoring commences

The mentors are then introduced to the mentees and the next phase of the mentoring process begins.

Ongoing mentor support

Mentors will be divided into working teams, each with its own leader.

Continuing to serve

Retaining some experienced mentors to assist with and manage the subsequent years of any programme is essential for future growth, development and sustainability.

HANDOUT AND EVALUATIONS

The facilitator distributes the final handouts (four pages) and course evaluations (two pages). Request that a copy of the final evaluation be handed in, and specify by when!

CHECK-OUT

The facilitator set the focus for the check-out:

“State your name, and how you see your involvement in this work and in mentoring going forward. Also anything you would like to say in concluding this final course and this training.”



COURSE SIX – MENTORING IN ACTION

SESSION 4– MANAGING THE MENTORSHIP PROCESS

HANDOUT – PAGE ONE

Dealing with breakdowns

In the mentoring process there will be breakdowns along the way. How you handle these individually and as a team is important.

Some suggestions for facilitating difficult/challenging situations

- First acknowledge and thank people for attending the meeting or discussion
- Focus on presenting a positive and friendly tone in your guiding of the discussion
- Always listen first to what mentors or mentees have to say
- When people feel they have been listened to, it opens up a channel of communication, and it is more likely that they will then bring more openness to their listening
- Emphasise that breakdowns can be used as a learning experience to strengthen our work in the programme
- Remind everyone of the commitments and agreements they made
- Identify what is stopping or blocking individuals from keeping to their commitments
- Work towards resolving those obstacles
- Come up with solutions
- Create a fresh agreement if necessary, or recommit to what is already there
- Thank everyone for their contributions and for their commitment to the programme

COURSE SIX – MENTORING IN ACTION

SESSION 4– MANAGING THE MENTORSHIP PROCESS

HANDOUT – PAGE TWO

Mentoring support process – checklist

1. Assign each participant a mentor
2. Assign each mentor and mentee a small support group
3. Appoint a mentor team leader, as well as a mentee team leader for each small support group
4. Mentors and mentees commit to working together at least once a week in a large group or small group setting, i.e. never meeting alone
5. Maintain a regular time, day and venue for mentoring sessions
6. The mentee is responsible for contacting his mentor and his mentee team leader prior to the scheduled session if he is unable to attend, or if he is needing any special support
7. The mentor is responsible for contacting his mentee as well as his mentor team leader prior to the scheduled session if he is unable to attend, or if he is needing any special support
8. The mentor and mentee will together create clear aims and develop a weekly action plan
9. Any changes to this must be by mutual consent
10. A support mentor will be designated should a regular mentor be unavailable
11. A strategy should be worked out by a team comprising of mentors and mentees, to support a mentee who is not attending sessions

COURSE SIX – MENTORING IN ACTION

SESSION 4– MANAGING THE MENTORSHIP PROCESS

HANDOUT – PAGE THREE

Mentor – checklist

1. Commit yourself to the mentoring – read carefully and discuss fully all agreements you make
2. Commit yourself to your own growth and development
3. Be clear of your mentee's stand, vision and action plan
4. All mentee commitments must be clear and measurable
5. Call your mentee to action – providing them with challenges and support
6. Be available and prepared to support other mentors and mentees when necessary
7. Observe confidentiality when agreed, and show mutual respect for all participants
8. And remember to acknowledge all your mentee's achievements!

Mentee – checklist

1. Commit yourself to the mentoring process – read carefully and discuss fully all agreements
2. Commit yourself to your own growth and development – to being challenged and supported
3. Be clear of your stand, vision and action plan
4. See that your commitments are clear and measurable
5. Hold your mentor accountable and challenge him if necessary
6. Be available and prepared to support other mentors and mentees when necessary
7. Observe confidentiality when agreed, and show mutual respect for all participants
8. And remember to give appreciation for all your mentor's support!

COURSE SIX – MENTORING IN ACTION

SESSION 4- MANAGING THE MENTORSHIP PROCESS

HANDOUT – PAGE FOUR

Team leader – checklist

1. Set up a clear communication structures and protocols for all team members
2. Keep all participants (both mentors and mentees) to their commitments by checking up on progress at least once a month
3. Facilitate regular debrief sessions for the mentor team, looking at the programme's strengths and weaknesses, and individual challenges being faced
4. See that there is a specific support plan in place where necessary
5. Facilitate regular feedback sessions with mentees, looking at their experience of the programme and identifying any special needs
6. In terms of the behaviour required or recommended, have a clear 'do's and don'ts' list distributed and discussed with all participants
7. And remember to acknowledge everyone for their contributions!



THE MANHOOD EXPERIENCE

FINAL EVALUATION – PAGE ONE

WE WOULD APPRECIATE YOUR FEEDBACK!

Please complete this evaluation and return to us as soon as possible.

1. What has been your experience of the training you have received?

2. What has worked well for you?

3. What hasn't worked well for you?

4. Do you have any specific recommendations you would like to make?

Please use another sheet if more space is required.

THE MANHOOD EXPERIENCE

FINAL EVALUATION – PAGE TWO

Course review

Please give us your comments on each of 'The Manhood Experience' courses you attended.

1. In the Heart of a Man:

2. Reclaiming Manhood:

3. The Wild at Heart Adventure:

4. Taking a Lead in Life:

5. Leadership in Action:

6. Mentorship in Action:

Thank you for completing this evaluation!

THE MANHOOD EXPERIENCE

CLOSING QUOTE

"We do great disservice to boys in how we raise them.
We stifle the humanity of boys.
We define masculinity in a very narrow way.
Masculinity is a hard, small cage,
and we put boys inside this cage.

We teach boys to be afraid of fear, of weakness, of vulnerability.
We teach them to mask their true selves,
because they have to be, in Nigerian-speak, a hard man.

But by far the worst thing we do to males,
by making them feel they have to be hard,
is that we leave them with very fragile egos.
The harder a man feels compelled to be,
the weaker his ego is.

And then we do a much greater disservice to girls,
because we raise them to cater to the fragile egos of males.
We teach girls to shrink into themselves,
to make themselves smaller.

I would like to ask that we begin to dream about
and plan for a different world, a fairer world,
a world of happier men and happier women
who are truer to themselves.

And this is how to start:
We must raise our daughters differently,
we must also raise our sons differently."

Quoted from "We should all be feminists" by Chimamanda Ngozi Adichie
(Fourth Estate Books/Harper Collins Publishers 2014 – ISBN: 978-0-00-811527-2)





HEARTS OF MEN

Appendices

THE MANHOOD EXPERIENCE

APPENDIX A – Welcoming letter

HEARTS OF MEN – MEN CHANGING LIVES

Greetings to you

Welcome to the Hearts of Men Mentoring programme. We are happy that you have decided to join us on your quest to contribute to your family and to your community. By joining this training, you realise that it all starts with you. As someone once said, 'Be the change you want to see in the world.'

We hope that our time together will be enjoyable and productive, and that it will be of benefit to you first, and then to your family and to your community.

This registration package will give you an overview of the programme, your involvement, as well as the necessary forms you will need to complete.

The forms to be completed during the training:

1. The Hearts of Men Application Form
2. 'The Wild at Heart Experience' Registration Pack including
 - Personal Information
 - Health Statement
 - Indemnity Form
 - Press Release
3. The Hearts of Men Mentoring Contract (to be signed after completing the relevant training)

Should you have any queries or concerns, do not hesitate to ask.

Thanking you,

THE HEARTS OF MEN STAFF TEAM

THE MANHOOD EXPERIENCE

APPENDIX B

HEARTS OF MEN – MEN CHANGING LIVES

PROGRAMME APPLICATION FORM

PERSONAL INFORMATION (Strictly Confidential)

Name of participant: _____

I.D.: _____

Full Address: _____

Code: _____

Telephone: (Home) _____

(Cell) _____ (Work) _____

Age: _____ D.O.B: _____

Weight: _____ Height: _____

CONTACT PERSON IN CASE OF EMERGENCY:

Name: _____ Relationship: _____

Contact Details: _____

Name of Medical Insurance: _____

Policy Number: _____

Name of person to whom policy is issued: _____

Name of family doctor: _____

Doctor contact details: _____

THE MANHOOD EXPERIENCE

APPENDIX C

HEARTS OF MEN – MEN CHANGING LIVES

MEDICAL HISTORY (Strictly Confidential)

PLEASE BE AS COMPLETE AS POSSIBLE IN YOUR INFORMATION

List any allergies: (for example, insect stings/bites, food, hay-fever, etc.)

Do you require medication or special treatment?

Yes:

☐

No:

☐

List all medications or treatments:

Do you suffer from asthma?

Yes:

☐

No:

☐

Which medication do you use?

Do you have any special food requirements? (halaal, vegetarian, kosher)

List any recent injuries, illnesses or operations:

Give dates and describe:

List any physical disabilities or chronic conditions (hearing, knee, ankle or back problems):

List any emotional or behavioural conditions (phobias, sleep walking, hyperactive condition):

MEDICAL HISTORY (Strictly Confidential) – continued

List any addictions you are struggling with:

Are you currently receiving counselling or therapy? Yes ☐ No ☐

If yes, please give some background information. Please discuss with a HOM staff member if you have a concern with completing this section.

Have you in the past received counselling or therapy? Yes ☐ No ☐

If yes, please indicate whether you have resolved the issue/s you were facing at the time.

Can you swim? Yes ☐ No ☐

Date of last tetanus shot: _____

Signature: _____ Date: _____

Signature of parent/guardian(if participant is a minor): _____

Date: _____

THANK YOU FOR COMPLETING THIS FORM!

THE MANHOOD EXPERIENCE

APPENDIX D

HEARTS OF MEN – MEN CHANGING LIVES

ADDITIONAL INFORMATION (Strictly Confidential)

Your family: _____

Your dependents: _____

Nationality: _____

Birthplace: _____

Languages you speak: _____

Your religion: _____

Your education: _____

Your work: _____

Related skills you have: _____

Related experience you have: _____

Any criminal record: _____

If yes, please explain: _____

Participant signature: _____ Date: _____

Thank you for completing this form!

THE MANHOOD EXPERIENCE

APPENDIX E

HEARTS OF MEN – MEN CHANGING LIVES

MEDICAL AUTHORIZATION

I hereby grant a Hearts of Men staff member permission to render such treatment as he/she may deem necessary in relation to any minor medical care required for myself/my minor child. This authorization includes any medical care other than described in the next paragraph.

I hereby authorize a Hearts of Men staff member to grant any attending doctor permission to render any medical care he/she may deem necessary in relation to the emergency care of myself/my minor child in any situation in which my/minor child's life is at perilous risk (a life-threatening circumstance or situation). The authorization of this paragraph includes major surgery, as well as any other medical procedure to save my/my minor's life.

Signature: _____ Date: _____

Signature of parent/guardian (if participant is a minor): _____

Date: _____

Witness 1: _____

2: _____

Date: _____

Thank you for completing this form!

THE MANHOOD EXPERIENCE

APPENDIX F

HEARTS OF MEN – MEN CHANGING LIVES

PHOTO/MEDIA RELEASE

I hereby grant Hearts of Men and any other person representing them the right to use, reproduce, assign or distribute photographs, films, videotapes and sound recordings of myself, or of my minor child, for use in materials they may create. Such material is intended for advertising or promoting the work of the organization.

This agreement does not include any confidential or sensitive material/programme content. The distribution of such material would need special permission to be granted, for example for use in a documentary programme.

Signature: _____ Date: _____

Signature of parent/guardian (if participant is a minor): _____

Date: _____

Witness 1: _____

2: _____

Date: _____

Thank you for completing this form!

THE MANHOOD EXPERIENCE

APPENDIX G

HEARTS OF MEN – MEN CHANGING LIVES

INDEMNITY FORM

PARTICIPANT DETAILS

Name and Surname : _____

Date of Birth : _____

Identity Document : _____

Full Address : _____

PARENT'S/GUARDIAN'S DETAILS

Name and Surname : _____

Contact Details

Home Telephone : _____

Cellphone : _____

Work : _____

Email : _____

Identity Number : _____

Full Address : _____

Date of 'Wild at Heart' Programme: _____

INDEMNITY FORM *continued*

I commit myself to the goals of the Hearts of Men Mentoring Programme. Hearts of Men undertakes to ensure that only trained and suitably equipped personnel facilitate this programme. I understand the physical nature of 'The Wild at Heart Adventure' and I have informed the organizers of any psychological, emotional or physical conditions I may have. By my signature below, I acknowledge that Hearts of Men will take the necessary precautions to ensure my safety, and that I will obey all safety instructions at all times.

I understand that there are certain risks in participating in outdoor activities that will take place from time to time. I understand that my participation in the Hearts of Men programme is voluntary.

I understand that Hearts of Men cannot be held responsible for any theft or loss of personal possessions during the course of the programme, including the journey to and from activities that may evolve from the Hearts of Men programme (including 'The Wild at Heart Adventure'). Transport to and from the outdoor course, will be provided by a contractor appointed by Hearts of Men.

Signature: _____ Date: _____

Signature of parent/guardian (if participant is a minor): _____

Date: _____

Witnesses 1: _____

2: _____

Date: _____

Thank you for completing this form!

THE MANHOOD EXPERIENCE

APPENDIX H

HEARTS OF MEN – MEN CHANGING LIVES

THE WILD AT HEART ADVENTURE

REQUIREMENTS LIST:

- Rain jacket (suit)
- Windbreaker
- Tracksuit
- Extra pants (jeans)
- Extra pair of shoes (takkies)
- Underwear to change
- Beanie
- Sun hat
- T-shirts x 3
- Jersey
- Shorts (swimming)
- Water bottle

WHAT NOT TO BRING:

- Cell-phone/camera
- Watch
- Radio, any sound system
- Jewellery
- Drinks, sweets, snacks, food
- Alcohol/drugs of any kind
- Cigarettes
- Magazines
- Newspapers
- Musical instruments, games, sports equipment, any other luxuries
- Weapons

THE MANHOOD EXPERIENCE

APPENDIX I

HEARTS OF MEN – MEN CHANGING LIVES

MENTORING PROGRAMME AGREEMENT (three pages)

I, _____, choose to participate in the Hearts of Men Mentoring Programme, and volunteer my services as a mentor for younger men.

I agree to enter into partnership with Hearts of Men, who will facilitate the delivery of the mentoring programme in my community.

I PLEDGE THE FOLLOWING COMMITMENT:

- To act as mentor for younger men
- To attend all training for the duration of the course
- To be in regular communication with and be accountable to the programme co-ordinators
- To adhere to all guidelines, instructions and coaching from the programme staff

I WILL KEEP TO THE FOLLOWING GUIDELINES:

- To encourage the young men to attend all sessions
- To support the young men in completing family projects
- To encourage the young men to become more involved with their families and their community
- To offer my support to the young men
- To remain open to receive support from others
- To keep regular contact with the group and the young man I mentor
- To be consistent, to attend all sessions, and to be on time

MENTORING PROGRAMME AGREEMENT CONTINUED – PAGE 2

I WILL MAKE MYSELF AVAILABLE ON THE FOLLOWING DATES:

Starting on _____ and completing on _____

Weekly facilitated sessions (day and time) _____

'The Wild at Heart Adventure' camp (dates/times) _____

Ceremonies

Welcome Home (for young men) _____

Certification (on completion of each facilitated course) _____

Commitment (signing contract to commit yourself for a specific period) _____

MY GOALS FOR THE DURATION OF THE PROGRAMME:

For myself:

For my family:

For my community:

MENTORING PROGRAMME AGREEMENT CONTINUED – PAGE 3

CONFIDENTIALITY

I understand that the Hearts of Men Mentoring Programme is a challenging personal experience for each participant. As such I agree to respect the confidentiality of all participants, their life experiences, remarks and actions. I agree to keep all such information private and confidential, within the confines of the programme.

I declare that I have read and understood all the information in this agreement and agree to abide by it.

SIGNATURES: _____

Participant: _____

Programme Co-ordinator: _____

Programme Manager: _____

Date: _____

Thank you for completing this form!

A heart shape is carved into a rough, textured surface that resembles stone or weathered wood. The heart is dark and filled, contrasting with the lighter, grainy background. The text "HEARTS OF MEN" is inscribed in white, bold, sans-serif capital letters across the center of the heart.

**HEARTS
OF MEN**

Publications

HEARTS OF MEN PUBLICATIONS

'IN THE HEARTS OF MEN' – published 2015

'In the Hearts of Men' describes the philosophy and approach of Hearts of Men. It draws on many years of Hearts of Men programme delivery experience, working in communities with men, young men and their families.

This book aims to support and inspire others in designing community-based mentoring programmes which bring older and younger generations of men together.

It covers a wide range of subjects relating to programme delivery and working with men, as detailed in the contents below.

Contents

<p>Part one:</p> <p>Heart – our focus/why we do this work</p> <ol style="list-style-type: none"> 1. The heartbeat 2. Working with men 3. Circles of men 4. Working with young men 	<p>Part two:</p> <p>Content – our approach/what we do</p> <ol style="list-style-type: none"> 1. Our men's training 2. Men taking action 3. Mentoring at work 4. Designing programmes
<p>Part three:</p> <p>Partnerships – strengthening the work</p> <ol style="list-style-type: none"> 1. Working with women 2. Working with families 3. Working with communities 4. Working with strategic partners 	<p>Part four:</p> <p>Development – sustaining the work</p> <ol style="list-style-type: none"> 1. Facilitating the work 2. Working with leaders 3. Evaluating the work 4. Working with funders

HEARTS OF MEN PUBLICATIONS

‘THE WILD AT HEART ADVENTURE’ – published 2017

The ‘Wild at Heart Adventure’ is an intensive course facilitated in an outdoor setting. It comes at a pivotal point, more or less midway through the overall ‘The Manhood Experience’ training (it is the third of six courses). This guide manual covers the detailed content of the course. It is only distributed to experienced facilitators, or those who have been through the required training and mentorship.

Whereas all the other ‘The Manhood Experience’ courses usually take place within an urban indoor setting, near to where the participants reside, this residential course occurs in a rural or wilderness setting, away from the participant’s normal environment.

It is specifically designed to be a challenging process, giving participants an opportunity to deal with issues from the past, to go beyond what they thought possible, to vision a different future, and to connect with and learn from the natural environment.

Contents

Introduction

Important notice

The ‘Cycle of Life’

The ‘Wild at Heart Adventure’

Site selection

Site preparation

Day One

Departure – sending off ceremony

Day Two

Arrival – crossing the threshold

Day Three

Reflection – standing still

Day Four

Action – moving on

Day Five

Return – welcoming ceremony

The Story of Rising Eagle

HEARTS OF MEN PUBLICATIONS

‘GENERATION TO GENERATION’ – published 2022

This book brings together thirteen contributors from diverse backgrounds –men & women born in Cameroon, England, Scotland, South Africa, Zambia.

What they all have in common is years of service within their respective communities, working individually and within projects and programmes, with both young people and adults to build social cohesion.

They share stories describing the mentors, teachers, parents, coaches and colleagues, that have guided and inspired them to do the work they do.

They share examples of how they pass on the learnings received from the previous generation, to the next.





Closing statement – January 2023

After 22 years of programme delivery, mentoring and resource publishing, it is time for us to close Hearts of Men, and in so doing hand over our work and experience to the next generation of community workers and programme facilitators. We have placed our books and manuals on open access sites for free use.

As individuals, we will still mentor and support when requested to do so. But as an organisation, with all our work and experience now well documented, we feel we have fulfilled our mission.

Everything has a beginning,
And everything has an end.
When something ends,
It makes way for something new to be created.
And so now, we pass on to the next generation,
With the final words, 'Just do what you can!'

For queries concerning any of the above:

Nic Fine – nic@johnsfine.co.za

Richard Kloosman – kloosman@gmail.com

Hearts of Men open access publications:

In the Hearts of Men: Men Changing Lives – 2015

The Manhood Experience: Six Experiential Training Courses for Men and Young Men Part One – 2017

The Manhood Experience: Six Experiential Training Courses for Men and Young Men Part Two – 2017

The Wild at Heart Adventure – 2017

Generation to Generation – 2022

